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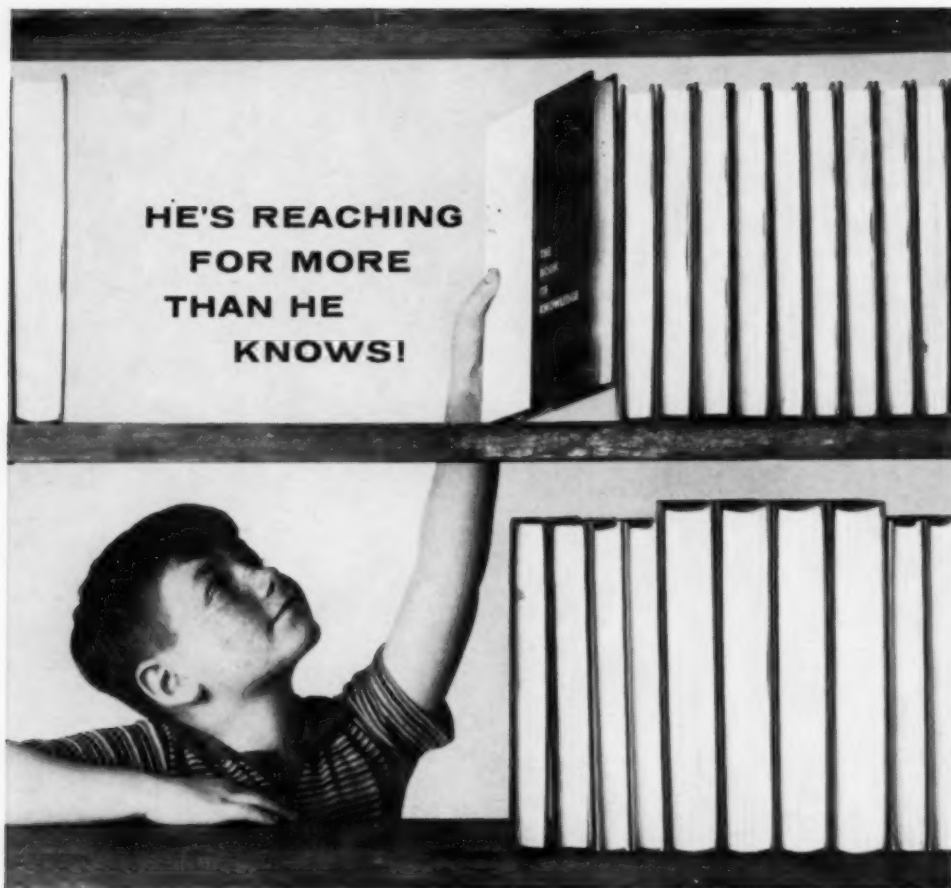
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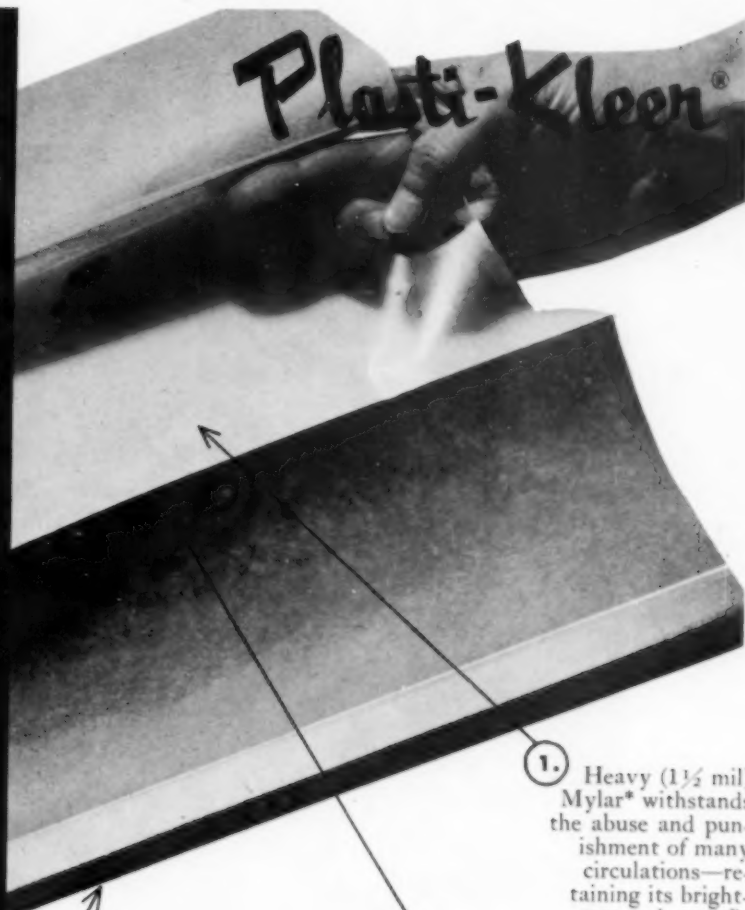
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NOVEMBER, 1959

Number 2

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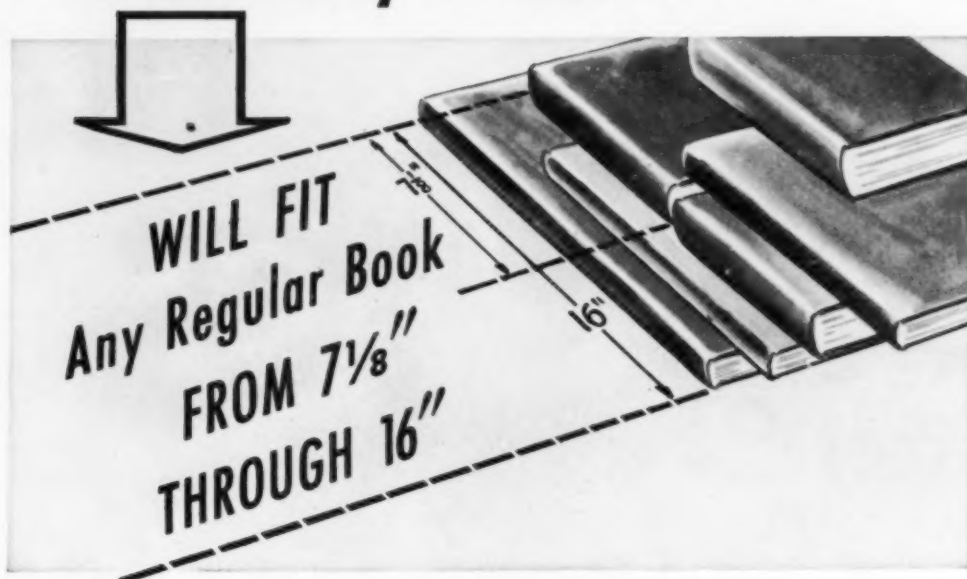
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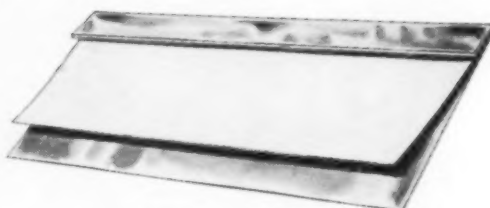
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At the national level the Catholic Library Association has, as its membership chairman, Miss Dorothy L. Cromien, Department of Library Science, Rosary College, River Forest, Illinois. The *CLA Handbook and Membership Directory* lists the membership chairman for the Association's thirty-four regional and local Units. These persons try in various ways to encourage all Catholic librarians to become members of the CLA. The central office concentrates its efforts in direct mail campaigns aimed at specific levels of libraries (elementary, parish, seminary, etc.). The Executive Secretary devotes a large share of his time in trying to increase the percentage of membership renewals from its present 82 per cent to at least 90 per cent. In addition, the Executive Secretary attends and speaks at local and regional Unit meetings in an effort to stimulate greater interest, cooperation and participation in the Association activities. The many services and publications of the CLA are most effective in securing new members.

The success of any membership drive will, in the final analysis, depend on the help and attitude of our present members. The motto "every member get a member" still offers the greatest challenge and the most effective way of increasing membership in the Association. Have you obtained *one* new member for the CLA anytime during the past three years? Surely everyone knows at least on individual, institution or organization that would benefit by membership in the Association. Our vitality demands a constant infusion of "new blood" if we are to succeed in accomplishing our objectives.

In his address at the Chicago Conference last Easter week, Brother Arthur L. Goerd, S.M., president of the Catholic Library Association, stated, "I will not venture to say that every Catholic librarian has a moral obligation to join the Catholic Library Association, but I will say that our goals can be attained only through united effort, and that every Catholic librarian should be apostolic-minded enough to look beyond the darkness and dust of his own bookshelves, beyond his own institution, his own parish, his own local unit. To do less is to fail to understand what it means to be a Catholic. . . . We must recruit new members we must patiently educate others into a broader, a more Catholic viewpoint; we must lead them to realize that to attain a national goal there must be a national effort, national cooperation. Perhaps there should be less 'what do we get out of it?' and more, 'what can we put into it?'"



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- The Special Libraries Association has issued a guide for locating and procuring pictures in the United States and Canada entitled **Picture Sources: an Introductory List** (\$3.50). This book lists 398 sources under 14 major categories. Picture sources are fully described and detailed subject and source indexes are included.
- Some recent publications worth considering are: **The Medical Library Today**; workshop proceedings, Summer 1958, edited by Sister M. Concordia, O.S.F., librarian, Queen of Angels School of Nursing, Los Angeles, California. This workshop was given at the University of San Francisco under the general direction of Sister Mary Alma, B.V.M., Director of Library Workshops (\$2.50, University of San Francisco, Bookstore, San Francisco 17, California); **Free and Inexpensive Materials on World Affairs** by Leonard and Thomas Kenworthy (\$1.00 prepaid, published by the World Affairs Materials, Brooklyn College, Brooklyn 10, New York). All materials listed are available for 50 cents or less. Sources listed include many organizations, information offices, embassies and institutions, and represent a wide range of opinions. A very valuable, helpful and interesting pamphlet entitled **Your Parish School**, a handbook for parents, is available from Ave Maria Press, Notre Dame, Indiana (25 cents); Stechert-Hafner, Inc. (31 East 10th Street, New York 3, New York) has issued three booklets describing their services. These are available, free of charge, to all librarians (Serials Service, Out-of-Print Service, For Better Service). A sample copy of a new magazine, **Orient**, similar to the "Catholic Digest" in size and style, is available free. Write **Orient**, 690 Evangelista, Manila, Philippines.
- A manual, **Writing and Publishing Your Technical Book**, is available free from the F. W. Dodge Corporation, 119 West 40th Street, New York 18, New York. It discusses how to prepare manuscripts of business, industrial engineering and professional books and how to arrange for their publication.
- The Graduate Library School of the University of Chicago announces its 1960-61 program of **scholarship and fellowship aid** for promising students. Scholarships represent the remission of tuition, and are available to students in both the M.A. and Ph.D. programs. Fellowships, which represent a cash award which covers full tuition plus an additional sum, are normally granted to students applying for the Ph.D. program. Partial scholarships for part-time programs are also available. No service is required of holders of either fellowships or scholarships, but there is no restriction on part-time employment for fellowship or scholarship students who require supplementary income. Application forms for admission-and-scholarship-assistance may be had by writing directly to the Graduate Library School, University of Chicago, Chicago 37, Illinois. Announcement of the awards will be made on April 1, 1960.
- Nominations are now being sought for the 1960 **Margaret Mann Citation** award. Librarians who have made a distinguished contribution to the profession through cataloging and classification are eligible. The contributions may have been through publica-

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tion of significant literature, participation in professional cataloging associations, or valuable contributions to practice in individual libraries. Nominees must be members of the Cataloging and Classification Section of the Resources and Technical Services Division, American Library Association, but may be nominated by any librarian or ALA member.

All nominations should be made, together with information upon which recommendation is based, not later than January 1, 1960, to the chairman of the Section's Award of the Margaret Mann Citation Committee, Dale M. Bentz, Associate Director, University of Iowa Libraries, Iowa City.

- A new quality paperbound book club for students in senior high school grades (10-12), known as the **Campus Book Club**, has been organized by Scholastic Book Services, 33 West 42nd Street, New York 46. The Campus Book Club will offer reading for serious minded students. It will include reference books, classics of American, British and world literature, plays, and topical biography, as well as choice contemporary fiction.
- Two guides, **Growing Up With Science Books** and **Growing Up With Books**, revised annually, have been issued (10 cents each with cash, quantities of 100 copies of either for \$3.35). The science list is arranged by age and within each age by subject, and is designed to guide librarians and parents to some of the best in children's informational science books. Included in the 200 titles are 28 science favorites for young adults. "Growing Up With Books" lists 250 titles and includes old favorites and new classics by age and interest covering books for the smallest reader to the teenager. The 1959 editions of **Books in Print** (\$17.50) and the **Subject Guide to Books in Print** (\$17.50) have just been issued. Over 140,000 author entries and 130,000 title entries are included in BIP. Some 100,000 titles, representing 1100 publishers under 24,000 subject headings and 30,000 cross references make the "Subject Guide" a valuable acquisition and reference tool. These four publications are available from the R. R. Bowker Company, 62 West 45th Street, New York 36.
- A limited number of copies of the thesis entitled "Establishing Centralized Library Service for the Sisters of Mercy of the Holy Cross," is available to anyone interested. 75 p. Spiral binding. Cost—\$1.00. Although written for a specific community, the thesis contains suggestions which are applicable to any situation. Address your request to: Sister Jeanne d'Arc, S.C.S.C., Holy Cross Convent, Merrill, Wisconsin.
- Indiana University's Audio-Visual Center has released its 664 page **1960 Educational Motion Pictures Catalog** listing approximately 6,000 films of cultural, social, and educational value, recommended for use from nursery school through college and adult levels. The publication is an easy-to-use descriptive index to the 16mm films in the University film library that are available on a rental basis to any responsible individual or organization.

Groups or individuals wishing to receive a copy may address their requests to the Circulation Department of the Audio-Visual Center, Indiana University, Bloomington, Indiana.

- **MILWAUKEE, WISCONSIN**—A new book club, exclusively for Catholic priests, has been organized. The new venture will be called the **Catholic Clergy Book Club** (400 North Broadway, Milwaukee). It will offer quarterly selections suited to the special interests and needs of its members. In addition, it will offer Catholic clergy the benefits of a free book upon enrollment; free book dividends after purchase of each four books; and generous clergy discounts on all titles offered by the club.

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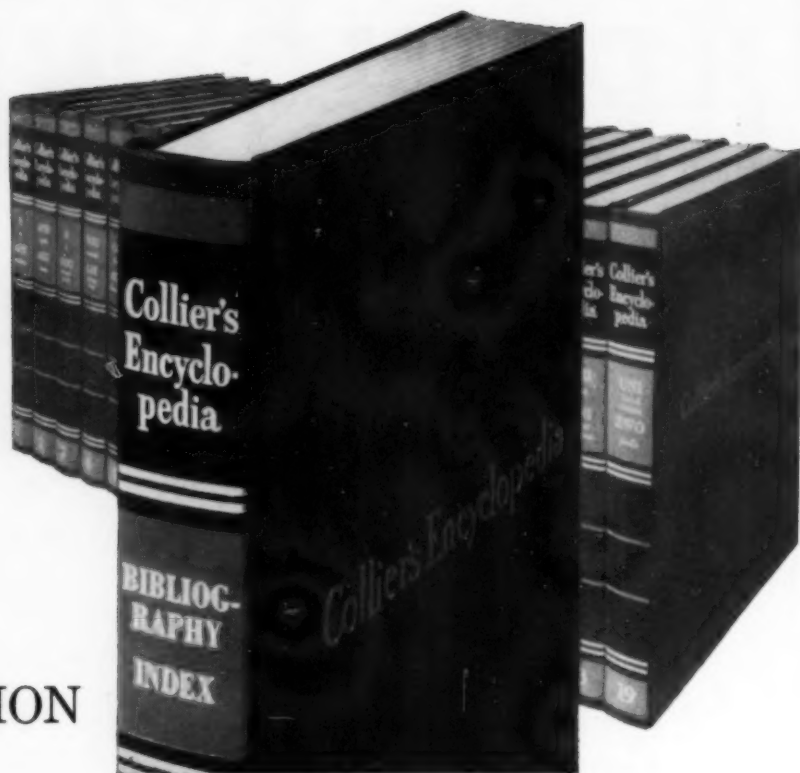
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Basic Books in Political Science

BY HAROLD J. SPAETH

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Another in the series of subject bibliographies. Past topics included Philosophy, Psychology, New Testament, etc.

Selecting approximately 100 titles from a field as broad and as interrelated as political science is with the other social sciences, in addition to philosophy, law and history, necessarily results in the omission of much significant material. In general, I have attempted to hew to the line, excluding peripheral works, though relevant, particularly in those areas where experience indicates college library holdings are strong. Hence, biographical and historical materials are substantially absent, as are normative and ethical works which fall more properly within the purview of philosophy.

Because of the fragmentation of reference materials among the various areas within political science and because such general reference works which do exist are aimed at the professional level rather than at the undergraduate, none as such have been included. One general source of information does, however, warrant mention: *The Encyclopaedia of the Social Sciences* (Macmillan, 1930-1935) which is an outstanding collection of signed articles by major authorities on virtually all topics within the field of political science. Although some of these are outdated, they are more than offset by those which have attained classic status. Appended to each article is a list of the major bibliographic materials.

A word about government publications is also in order. By far the most compendious, easy to use volume is Everett S. Brown's *Manual of Government Publications* (Appleton-Century-Crofts, 1950) which specifies the major publications not only of American governmental units but also those of several foreign governments and international organizations. Many of the references included extend beyond the realm of gov-

ernment publications and many others are themselves bibliographic. The latter feature constitutes the peculiar value of this work—it is a bibliography of bibliographic materials.

The relevance of current events to the field of political science also warrants mention of some of the more valuable sources for such information. Unparalleled, of course, is *The New York Times*, of which the Sunday edition is especially valuable. Among periodicals, *The New Republic*, *The Reporter*, *The Atlantic Monthly*, *Harper's* and *Fortune* roughly span the political spectrum from left to right. All are pitched at an intellectual level several notches above popular tastes, a feature reflected in the high caliber of their contributors. Their circulation is much less than that of the mass-oriented weeklies, but they are of major influence among the well-informed. Their contents, of course, include much more than the merely political. Among Catholic periodicals, *The Commonwealth* and *America* are most valuable.

The following list is divided into the five major areas of political science with each containing approximately 20 titles. As is true of the other social sciences, many books which were standards yesterday are outdated today. Hence, emphasis has been placed on recent scholarship, particularly in those areas where the subject matter is of a dynamic character or much new knowledge has been amassed. Wherever possible, stimulating presentation of material has been given the nod in preference to that which would have less appeal to undergraduates. Such over or under-emphasis as occurs is a result of either an unusual abundance of worthwhile works or the compiler's bias.

Political Theory:

Great Dialogues of Plato; trans. by W. H. Rouse. N.Y., New American Library (Mentor Classic). 1956.

The Politics of Aristotle; trans. by Ernest Barker. London, Oxford U. 1946.

Aquinas: Selected Political Writings; ed. by A. P. D'Entreves. Oxford, Blackwell. 1954.

MACHIAVELLI, Niccolo. *The Prince and the Discourses*; intro. by Max Lerner. N.Y., Modern Library. 1950.

HOBBS, Thomas. *Leviathan*; intro. by A. D. Lindsay. N.Y., Dutton (Everyman Edition). 1950.

LOCKE, John. *Of Civil Government*. N.Y., Dutton (Everyman Edition). 1924.

ROUSSEAU, J. J. *Social Contract*; intro. by G. D. H. Cole. N.Y., Dutton (Everyman Edition). 1950.

Burke's Politics: Selected Writings and Speeches of Edmund Burke; ed. by Ross J. S. Hoffman and Paul Levack. N.Y., Knopf. 1949.

The Federalist; intro. by Edward Mead Earle. N.Y., Modern Library. n.d.

MILL, J. S. *Utilitarianism, Liberty, and Representative Government*; intro. by A. D. Lindsay. N.Y., Dutton (Everyman Edition). 1950.

MARX, Karl. *Capital, The Communist Manifesto, and Other Writings*; ed. by Max Eastman. N.Y., Modern Library. 1932.

The foregoing comprise the basic political works of the classic political theorists of the western world. While they are available in numerous editions, both in and out of print, those listed are preferred because edited or introduced in terms of the theorist's political relevance. Rouse's translation of Plato was chosen because it is rendered in modern English.

SABINE, George H. *A History of Political Theory*. rev. ed. N.Y., Holt. 1950.

The best standard history. Covers the whole span of western thought from Plato's predecessors to Nazism.

EBENSTEIN, William. *Modern Political Thought*. N.Y. Rinehart. 1954.

An extensive collection of readings, with introductory commentaries, on the major ideas and issues of modern political theory. The work is an expanded revision of the author's earlier (1947) *Man and the State*.

EBENSTEIN, William. *Today's Isms*. 2nd ed. Englewood Cliffs, N.J., Prentice-Hall. 1958.

An analysis and comparison of democracy and totalitarianism as contrasting ways of life. Each is divided

into its major components: democracy and socialism, fascism and communism. The psychological appeal of each is emphasized. Brief and well-written.

PARRINGTON, Vernon L. *Main Currents in American Thought*. 1 vol. ed. N.Y., Harcourt. 1928.

HOFSTADTER, Richard. *The American Political Tradition and the Men Who Made It*. N.Y., Knopf. 1948.

The former is a monumental history of American thought as revealed in American literature. Although sketchy as far as the twentieth century is concerned because of the author's untimely death, it is beyond question the most brilliantly written work in the field. Parrington's Jeffersonian bias does not mar the excellence of the book. Hofstadter's study, on the other hand, utilizes recent scholarship and a uniquely effective methods, a series of incisive biographical portraits, to distill the major elements in America's political and social tradition.

LERNER, Max. *America as a Civilization*. N.Y., Simon and Schuster. 1957.

Best-selling attempt to specify and explain the entirety of American civilization, an attempt in which Lerner is largely successful. Wide-ranging, stimulating and eminently readable.

MASON, A. T., and LEACH, R. H. *In Quest of Freedom: American Political Thought and Practice*. Englewood Cliffs, N.J., Prentice-Hall. 1959.

An attractively written text, with emphasis upon participants in the affairs of state and their positions on specific issues and problems. Well-qualified to become the standard work.

TOQUEVILLE, Alexis DE. *Democracy in America*, 2 vols. N.Y., Knopf (Bradley edition). 1945. (Same edition: Vintage Books. 1956.)

A classic and, although written over a century ago, still one of the most perceptive and relevant evaluations of American democracy.

LIPPMANN, Walter. *The Public Philosophy*. Boston, Little, Brown. 1955.

America's most distinguished political analyst points up the inadequacies of modern democracy and suggests reforms. Written from an anti-majoritarian, Burkean viewpoint.

LASKI, Harold J. *A Grammar of Politics*. London, Allen and Unwin. 1925.

The classic statements of pluralist thought. By far the most outstanding of Laski's voluminous writings.

LINDSAY, A. D. *The Modern Democratic State*. N.Y., Oxford U. 1947.

A classic description by an eminent British scholar of the nature, development and institutions of democracy as an operative ideal for the modern world.

MACIVER, Robert M. *The Web of Government*. N.Y., Macmillan. 1951.

Excellent systematic analysis of government by a distinguished sociologist. Written from a pluralist standpoint with special attention given the social responsibilities of government.

Political Parties, Pressure Groups, Political Process and Behavior, Public Opinion:

KEY, V. O. *Politics, Parties, and Pressure Groups*. 4th ed. N.Y., Crowell. 1958.

LEISERSON, Avery. *Parties and Politics*. N.Y., Knopf. 1958.

Key's study is the standard work. It differs from Leiserson in that it is more descriptive and contains more material on the major pressure groups. The latter is a well-integrated treatment of the role and function of the political party considered from both an institutional and behavioral standpoint. Somewhat more theoretically and analytically oriented than Key.

BINKLEY, Wilfred. *American Political Parties: Their Natural History*. 3rd ed. N.Y., Knopf. 1949.

The standard history. Especially acute in the interrelationships between party doctrines and bases of support. Notes the persistency of the latter notwithstanding the mutability of the former. Parties are viewed as coalitions of interest groups.

SCHATTSCHNEIDER, E. E. *Party Government*. N.Y., Rinehart. 1942.

The nation's foremost proponent of centralized, disciplined political parties develops his thesis herein. In the process, the author provides an illuminating explanation of the reason why the United States has a two-party, rather than a multi-party, system. Some recourse to the discredited "devil theory" of political corruption is had to buttress the author's position.

MILLS, C. Wright. *The Power Elite*. N.Y., Oxford U. 1956.

A blunt book which refutes, not invalidly, the American myth of equal opportunity. America, Mills says, is ruled by an interlocking directorate of corporation executives, high-ranking military officers and political personages. A best seller.

TWISS, Benjamin R. *Lawyers and the Constitution: How Laissez-Faire Came to the Su-*

preme Court. Princeton, Princeton U. 1942.

A revealing study of the "unholy alliance" of bench, bar and capital and the political effects thereof in the post-Civil War period.

YOUNG, Roland A. *The American Congress*. N.Y., Harper. 1958.

The most recent of a number of worthwhile studies of Congress by a well-established authority in the area. Why Congress acts as it does with emphasis on "cloakroom" maneuverings.

BURNS, James M. *Congress on Trial*. N.Y., Harper. 1949.

Excellent description and critique of the functioning of Congress. Places the blame for Congressional inadequacies chiefly upon the character of the American party system and suggests reforms.

TAYLOR, Telford. *Grand Inquest*. N.Y., Simon and Schuster. 1955.

A popularly written, critical study of congressional investigations. Something of a best seller.

CORWIN, Edward S. *The President: Office and Powers*. 4th ed. N.Y., New York U. 1957.

A comprehensive, authoritative study of the history and constitutional development of the Presidency. More popular in treatment is ROSSITER, Clinton. *The American Presidency*. N.Y., Harcourt. 1956.

PELTASON, Jack W. *Federal Courts in the Political Process*. Garden City, N.Y., Doubleday. 1955. Distributed by Random House.

A brief, incisive description of the federal judiciary as part of the political process. In substantiating his position that the judicial process is a facet of the group struggle, the author drives a few additional nails into the coffin of the "official theory" of the judicial function; i.e., that judges stand outside the body politic rendering a-political pronouncements about the justice of political activity.

MATTHEWS, Donald R. *The Social Background of Political Decision-Makers*. Garden City, N.Y., Doubleday. 1954. Distributed by Random House.

A brief analytical survey and evaluation of the theories and empirical findings on the social and psychological backgrounds of government officials, European as well as American. The survey includes the work of sociologists and psychologists, as well as of political scientists.

DE GRAZIA, Alfred. *Public and Republic: Political Representation in America*. N.Y., Knopf. 1951.

The best description of the theory and practice of rep-

representative government as it has evolved over the past 300 years.

TRUMAN, David B. *The Governmental Process*. N.Y., Knopf. 1951.

The analysis of politics as the struggle among competing interests. Particularly thorough with respect to pressure groups. The definitive work on the political process; already a classic.

WALLAS, Graham. *Human Nature in Politics*. Boston, Houghton Mifflin. 1908.

An originative work analyzing government and politics from a psychological frame of reference. Constitutes a reaction from both the undue rationalism and the formalistic approach of his contemporaries.

BEARD, Charles A. *The Economic Basis of Politics*. N.Y., Knopf. 1945.

A classic, well-balanced study of the influence of economic interests in the political process.

LASSWELL, Harold D. *Psychopathology and Politics* (1930) and *Politics: Who Gets What, When, How* (1936); reprinted in *The Political Writings of Harold D. Lasswell*. Glencoe, Ill., Free Press. 1951.

The first political scientist to successfully apply psychoanalytic techniques to the study of the political process. The author's view that the political personality is characterized by the high premium placed on power is insightful but unsystematic.

FROMM, Erich. *Escape from Freedom*. N.Y., Rinehart. 1941.

The psychological appeal which totalitarianism has to individuals unable to cope with the problems of life. Nazi Germany is the setting.

POWELL, Norman John. *Anatomy of Public Opinion*. N.Y., Prentice-Hall. 1951.

OGLE, M. B., Jr. *Public Opinion and Political Dynamics*. Boston, Houghton Mifflin. 1950.

Introductory texts. Ogle stresses the political aspects of public opinion and the ideological forces which influence public attitudes and behavior more than Powell.

The Constitution and Public Law:

KELLY, A. H., and HARBISON, W. A. *The American Constitution, Its Origins and Development*. rev. ed. N.Y., Norton. 1955.

SWISHER, Carl B. *American Constitutional Development*. 2nd ed. N.Y., Houghton Mifflin. 1954.

The standard texts in American constitutional history. Both cover the same material and are equally good.

ROSSITER, Clinton L. *Seedtime of the Republic*. N.Y., Harcourt. 1953.

A well-done, popularly written analysis of the outlook and ideas which germinated the American Revolution.

JENSEN, Merrill. *The Articles of Confederation*. Madison, U. of Wisconsin. 1948; *The New Nation: A History of the United States During the Confederation, 1781-1790*. N.Y., Knopf. 1950.

The definitive social-constitutional history of the United States under the Articles of Confederation. Refutes the myth that the period was a critical era and maintains that the government under the Articles was an effective experiment in democracy.

HAINES, Charles G. *The Role of the Supreme Court in American Government and Politics, 1789-1835*; (with Foster H. Sherwood) *The Role of the Supreme Court in American Government and Politics, 1835-1864*. Berkeley, U. of California. 1944, 1957.

WARREN, Charles. *The Supreme Court in United States History*. 3 vols. Boston, Little, Brown. 1922.

The two standard histories of the role of the Supreme Court. Both emphasize the development of judicial review, with Haines' study more detailed than that of Warren. The former is more critical of the Court and Jeffersonian in its outlook while Warren is sympathetic and Federalist in viewpoint. The latter is available in several two volume editions in addition to the one listed.

McCLOSKEY, Robert G. *American Conservatism in the Age of Enterprise*. Cambridge, Harvard U. 1951.

An extremely competent, but damning, indictment of nineteenth century American materialism as personified in the thinking and attitudes of William Graham Sumner, Stephen J. Field and Andrew Carnegie.

PRITCHETT, C. Herman. *The Roosevelt Court*. N.Y., Macmillan. 1948; *Civil Liberties and the Vinson Court*. Chicago, U. of Chicago. 1954.

An analysis of the decisions of the Court from the standpoint of judicial voting on major issues. Pioneering studies in judicial behavior.

MASON, Alpheus T. *The Supreme Court from Taft to Warren*. Baton Rouge, Louisiana State U. 1958.

Insightful analysis of the political and personal factors which significantly affected the Court's decision-making process during the period under consideration. Vividly written.

CORWIN, Edward S., ed. *The Constitution of the United States of America: Analysis and Interpretation*. Washington, Government Printing Office. 1953.

The most elaborate handbook on the Constitution. A phrase-by-phrase analysis fully annotated with Supreme Court decisions through 1952. Legalistically oriented.

PRITCHETT, C. Herman. *The American Constitution*. N.Y., McGraw-Hill. 1959.

An admirably synthesized explanation of the meaning and political significance of the major provisions of the Constitution. More than a textbook, Pritchett's study is well adapted for use as a reference work.

ROSENBLUM, Victor G. *Law As a Political Instrument*. Garden City, N.Y., Doubleday. 1955. Distributed by Random House.

The policy-making functions of American courts as exemplified in Supreme Court decisions involving milk regulation and segregation in public education.

FRANK, Jerome. *Law and the Modern Mind*. N.Y., Coward-McCann. 1949.

Unique among American writings on jurisprudence in that it became a best seller, Judge Frank's study approaches law as a psychological phenomenon; specifically, the desire of men for security and predictability. Fairly representative of the legal-realist school with its emphasis upon legal uncertainty and unpredictability, Frank effectively demolishes the popular myths about the nature of statutory and constitutional law and the character of the judicial process. Originally published in 1930 and available in editions other than that listed.

LERNER, Max, ed. *The Mind and Faith of Justice Holmes*. Boston, Little, Brown. 1943.

Extracts from the opinions, speeches and writings of this influential jurist with commentaries by the editor. The best introductory study of Holmes.

McCLOSKEY, Robert G., ed. *Essays in Constitutional Law*. N.Y., Knopf. 1957.

A collection of classic essays by some of America's most eminent scholars. The selections relate to fundamental issues of American constitutionalism.

KONVITZ, Milton R. *Fundamental Liberties of a Free People*. Ithaca, N.Y., Cornell U. 1957.

A clearly-written meaningfully presented study which admirably attains the author's purpose of "consolidation and structuring of thought and knowledge" about the First Amendment freedoms. Somewhat more attention accorded the religious guarantees than speech, press and assembly.

STOKES, Anson Phelps. *Church and State in the United States*. 3 vols. N.Y., Harper. 1950.

Detailed historical survey of religious freedom and church-state relationships in the United States. The source book on the subject.

CHAFEE, Zechariah. *Free Speech in the United States*. Cambridge, Harvard U. 1941.

The classic work on the subject. The political and social, as well as the legal, significance of the relevant legal decisions and government policies in the inter-War period.

FELLMAN, David. *The Defendant's Rights*. N.Y., Rinehart. 1958.

A detailed, non-technical explanation of the meaning and significance of the rights of persons accused of crime. Includes the rights accorded "quasi-defendants" in loyalty and security proceedings of various kinds.

PRITCHETT, C. Herman. *The Political Offender and the Warren Court*. Boston, Boston U. 1958.

Excellent but brief analysis and evaluation of the Warren Court's decisions relating to those punished criminally or otherwise for political actions and attitudes.

BARTH, Alan. *The Loyalty of Free Men*. N.Y., Viking. 1951.

An appraisal of loyalty-security programs. Critical of Congress and the executive branch.

SPICER, George W. *The Supreme Court and Fundamental Freedoms*. N.Y., Appleton-Century-Crofts. 1959.

Brief analysis of the Supreme Court's role as mediator between the rival claims of national security and individual freedom.

KELLY, Alfred H., ed. *Foundations of Freedom*. N.Y., Harper. 1958.

A collection of six essays by well-known scholars on various aspects of civil liberties. The last three resume very well the relationship of subversive activity, Congressional investigations and loyalty-security programs respectively to constitutional liberty.

International Law and Relations, Comparative Government:

BRIERLY, James L. *The Law of Nations*. 5th ed. Oxford, Clarendon. 1955.

Brief, unpretentious summary and description of the rules and general nature and role of international law. The standard introduction.

GOODRICH, Leland M. *The United Nations*. N.Y., Crowell. 1959.

Analysis of what the UN is; what it has done, and what its future role may be. By a leading authority on the UN.

ATWATER, Elton, Butz, William, Forster, Kent, and Riemer, Neal. *World Affairs: Problems and Prospects*. N.Y., Appleton-Century-Crofts. 1958.

"Problems approach" to a limited number of fundamental issues in international politics. Excellently composed. Should prove to be of lasting importance on the introductory level.

LERCHE, C. O., Jr., and Lerche, M. E. *Readings in International Politics: Concepts and Issues*. N.Y., Oxford U. 1958.

A collection of articles of more than merely transitory significance, most of which have not been previously anthologized.

PRATT, Julius A. *A History of United States Foreign Policy*. Englewood Cliffs, N.J., Prentice-Hall. 1955.

Recent, well-written and thorough. Concentrates upon the history of policy rather than the details of negotiation.

KENAN, George F. *American Diplomacy, 1900-1950*. Chicago, U. of Chicago. 1951.

Incisive critique by a distinguished diplomat and scholar whose views have had a pronounced impact upon policy makers. Contains reprint of his famous article formulating the policy of "containment."

BELOFF, Max. *Foreign Policy and the Democratic Process*. Baltimore, Johns Hopkins. 1955.

Discussion of the problems democratic nations face in making foreign policy. Suggestions for resolving these problems.

ALMOND, Gabriel A. *The American People and Foreign Policy*. N.Y., Harcourt. 1950.

Description of group and public attitudes and pressures on foreign policy matters. The role of elites is emphasized.

LEDERER, William J., and Burdick, Eugene. *The Ugly American*. N.Y., Norton. 1958.

The political novel again appears ascendant. By far the most instructive of the recent crop is this best seller about a group of Americans in Southeast Asia. The authors' indictment of American officialdom is based wholly on their extensive experiences.

MORGENTHAU, Hans J. *In Defense of the National Interest*. N.Y., Knopf. 1951.

The classic defense of the standard frame of reference from which foreign policy is conducted.

WRIGHT, Quincy. *A Study of War*. 2 vols. Chicago, U. of Chicago. 1942.

Monumental study of the nature and causes of war throughout the course of history. War's impact on social and political institutions. Problems of control and prevention.

MILLIS, Walter, Mansfield, Harvey, and Stein, Harold. *Arms and the State*. N.Y., Twentieth Century Fund. 1958.

A study of civil-military relationships in American foreign policy. A problem of but incidental concern before the onset of the Cold War which is now of major import.

HUNT, R. N. Carew. *The Theory and Practice of Communism*. rev. ed. London, Geoffrey Bles. 1957.

The finest introduction to the Communist movement. From Marx and Engels to the present.

FAINSOD, Merle. *How Russia Is Ruled*. Cambridge, Harvard U. 1954.

The best one volume study of the Soviet Union. Stresses the functions and processes of the institutions of Soviet totalitarianism in addition to the forces and factors which produced the Bolshevik Revolution and its aftermath.

FINER, Herman. *Theory and Practice of Modern Government*. rev. ed. N.Y., Holt. 1949.

An encyclopedic work systematically describing and analyzing the governments of the United States, Britain, France and Germany with frequent reference to Nazi Germany, Fascist Italy and the Soviet Union. By an eminent British political scientist.

CARTER, G. M., Herz, J. H., and Ranney, J. C. *Major Foreign Governments*. 3rd ed. N.Y., Harcourt. 1957.

One of the best introductory surveys of the governments of Britain, France, Germany and the Soviet Union.

NEUMANN, Sigmund, ed. *Modern Political Parties*. Chicago, U. of Chicago. 1956.

Valuable reference book on the political party systems of various democratic and totalitarian states, including some on which material is not readily available (e.g., Belgium, Japan and the Soviet satellites of Eastern Europe).

LAQUEUR, Walter Z., ed. *The Middle East in Transition*. N.Y., Praeger. 1958.

A collection of penetrating essays by a diversified group of authorities. The book is divided into two parts: "Social and Political Change" and "Communism, the Soviet Union and the Middle East."

VINACKE, Harold M. *Far Eastern Politics in the Postwar Period*. N.Y., Appleton-Century-Crofts. 1956.

An objective analytical study of the political changes in Eastern and Southeast Asia since the end of World War II. Clear, concise and comprehensive.

Public Administration, State and Local Government:

WHITE, Leonard D. *An Introduction to the Study of Public Administration*. 4th ed. N.Y., Macmillan. 1955.

In many ways the best introductory text. Covers the major facets of national administration emphasizing form and structure.

WALDO, Dwight, ed. *Ideas and Issues in Public Administration*. N.Y., McGraw-Hill. 1953. A book of readings, pro and con, on a number of significant theories, trends and controversies in public administration.

SIMON, Herbert A. *Administrative Behavior*. 2nd ed. N.Y., Macmillan. 1957.

Ground-breaking analysis of administrative decision-making processes from a social-psychological standpoint.

WALDO, Dwight. *The Administrative State*. N.Y., Ronald. 1948.

Survey and critique of the major theories of American administration. The development of the public administration movement as a facet of American political thought. Insightful.

WHITE, Leonard D. *The Federalists, 1789-1801; The Jeffersonians, 1801-1829; The Jacksonians, 1829-1861; The Republican Era, 1869-1901*. N.Y., Macmillan. 1948, 1951, 1954, 1958.

It is unusual for the pioneering work in a given area to become the definitive study, but this appears destined to be the case with the late Professor White's masterful history of America's bureaucrats.

APPLEBY, Paul. *Big Democracy*. N.Y., Knopf. 1945.

Analysis of the dynamic aspects of administration. Unlike the pioneers in the field at the turn of the century, Appleby makes no attempt to isolate administration from politics.

LEIGHTON, Alexander H. *The Governing of Men*. Princeton, N.J., Princeton U. 1945.

An excellent report on the administration of the controversial Japanese relocation program of World War II by an official on the scene.

LILIENTHAL, David E. *TVA: Democracy on the March*. N.Y., Harper. 1944.

A distinguished public servant and former chairman of TVA defends it as a major instrument of democracy which in his view must be planned and decentralized through the regional administration of federal functions whenever possible.

KINGSLEY, J. D. *Representative Bureaucracy*. Yellow Springs, Ohio. Antioch. 1944.

Probably the best study of the British civil service. Analysis of the powers of the service and a comparison with its American counterpart.

United States Government Organization Manual. Washington, Government Printing Office. (Printed annually.)

The official handbook of the national government. Describes the functions, organization and authority of the principal government agencies and the names of the higher ranking officials therein.

Statistical Abstract of the United States. Washington, Government Printing Office. (Published annually.)

A veritable mine of statistical information on a variety of subjects relating to the American economy, people and governmental operations.

BROWN, Ralph S., Jr. *Loyalty and Security: Employment Tests in the United States*. New Haven, Yale U. 1958.

Will probably prove to be the definitive study on this controversial administrative problem. Deals with both loyalty and security programs and the justification therefore. Thorough and well-balanced.

GELLHORN, Walter. *Individual Freedom and Governmental Restraints*. Baton Rouge, Louisiana State U. 1956.

Three provocative essays on changing attitudes toward the administrative process, governmental restraints on reading and the growth of occupational licensing. By an eminent legal scholar.

KEY, V. O. *American State Politics*. N.Y., Knopf. 1956.

A brilliant analysis of State political institutions, procedures and organizations by an eminent political scientist. The book's subtitle, "The Illusion of Popular Rule," is fully vindicated.

The Book of the States. Chicago, Council of State Governments. (Published biennially.)

Contains a wealth of comparative information on all aspects of State government, State-federal and interstate relations.

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A companion to his *American State Politics* and as singularly outstanding if not more so. A pioneering study of regional politics.

McKEAN, Dayton D., and Morlan, Robert L. *Capitol, Courthouse and City Hall*. N.Y., Houghton. Mifflin. 1954.

A good selection of readings on problems, especially those of a controversial character, currently besetting State, county and various other local units of government.

ALDERFER, Harold F. *American Local Government and Administration*. N.Y., Macmillan. 1956.

An over-all, up-to-date textbook description of the entire field of local government and administration.

KNEIER, Charles M., and Fox, Guy. *Readings in Municipal Government and Administration*. N.Y., Rinehart. 1953.

A collection of readings broadly inclusive of current and fundamental problems of municipal government.

BAKER, Gordon E. *Rural versus Urban Political Power*. Garden City, N.Y., Doubleday. 1955.
Distributed by Random House.

Analysis of one of the major shortcomings of American democracy—the gross under-representation of urban areas by rurally dominated State and local governments. The author relates the matter to the nation's political traditions, its social environment and to democratic theory.

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Evaluating A College Library

BY REV. JOVIAN LANG, O.F.M.

Provincial Librarian
Franciscan Libraries

Father Lang suggests specific bases for evaluating the college library and offers guides for maintaining a good library.

A person might liken the evaluation of a college library to an examination of conscience. In the examination of conscience we go over our past day's experience to see what the object of our day was, to find what things we have done wrong, and in a general sense have a pretty good idea of what we have accomplished. In particular, we will also examine the method in which we did things. If the results were bad, we try to figure out a way in which to improve our actions so that we will not succumb to temptation in the future. Furthermore, every so often, as we make an examination of conscience, we look back and note what improvement occurred.

So, in considering the college library, we would be thinking first of all in this examination of the clear statement of purpose with regard to a library. What is the purpose of a library in general? In this specific instance what do we plan for this library? Our library? How does it fit into the educational policy of the college itself?

We know also that, since the end does not justify the means, we must look for the method by which we are accomplishing the purpose mentioned above. Are these methods approved? Are they bringing about the results that we want? Are there better methods that we might be able to use with regard to one or the other idea pertaining to the evaluation?

Furthermore we must make sure that there will be continued fruit of the study that we are making. In other words, the appraisal of and the improvement of the college library is as constant as donning underwear. Have the principles that we set up been working? Is there some example

or occasion whereby we can see something that must be improved still more? Remember that method we saw in operation elsewhere; that would prove successful here in our library.

To get down to business then, everyone realizes that a good number of points might be considered under such a broad topic as evaluating a college library. Because of time limits and other reasons, we will choose certain areas only. There will be no attempt made to cover all facets that pertain to the evaluation of a college library.

Let us begin with one point which is quite important, the climate in the college library. Intellectuality is something which we definitely look for. The scholarship that is connected with this would depend primarily on the staff in the library and the professors of the institution. What approach do they have? What are the ideas behind the things that they do? What do they intend to do with themselves and the student in relation to the library? Are they trying to broaden and deepen the intellect? Do they have the proper attitude toward books? Are they using books because of the truth that is in them? The truth that would lead persons to do? The intellect becomes enlightened and so indicates to the will what is to be done. The will, the more important faculty, accepts this information in directing the deeds of the individuals. The scholarship in relation to this point would depend upon the books which are the stock in trade of libraries.

One point of considerable interest and importance to all in considering a library is the person-

nel. First of all, the librarian himself must be a friendly person in every way, one easy to meet, who has amicable relationships with the faculty and the student body.

Over and beyond this important characteristic of amiability, at least the chief librarian should be an administrator, efficient and dependable in every way. Such an administrator, when the occasion demands, will not fear the consultation with the president, will bring the president around to his way of thinking, will explain the situation of the library and what the president can do to supply the needs the library has at the present time.

The librarian will be happy to serve on policy making committees of the institution. This is time-consuming, and on occasions not the most pleasant of tasks, yet by knowing the policies of the institution, the librarian can see to it that the library is in line and ready for any change.

He should be able to make effective use of library committees. Whenever a librarian can elicit help from others, he should. They actually feel flattered in aiding us. In many instances we may feel that we could do the job as well or even better without a library committee. However, the strong public relations that result from the help that we receive from the library committee certainly off-sets any difficulty that we may encounter through their well-meaning efforts. Library committees, especially if the librarian is younger, can be of tremendous aid and often will come up with ideas that librarians will be happy to follow out and employ in the institution.

Librarian Is an Educator

Among other things, all librarians should have the ability to keep people happy. This demands some skill in human relationships. Maybe to calm a ruffled faculty member, perhaps to quiet the students when they come in for a book that has been assigned by the faculty member, then to find out that this faculty member has had the book out for quite some time and seems not to have intention to return it in the near future.

Above all, the librarian is an educator, one who teaches. In this capacity, all librarians have felt themselves inspired; they want to help other people, they want to teach, they want to be

an aid to the student. Moreover, they are inspiring insofar that they draw out of the student or the faculty member certain things that might remain dormant or latent for quite a long period of time.

The librarian should be a faculty member. Of this, much has been said in the past; there is no need to belabor the point at this time.

The librarian should have interest, imagination, and team approach. Interest in the institution as such, in particular, loving interest in the library, to give of themselves, to try to improve the library, to realize that the library is really a reflection of themselves. As we visit various libraries of the country, we discover that librarians have this trait. They will tell in the course of conversation how they have spent what might rightfully be considered real free time for them in the bettering of their library in some way or other, whether by physical labor or mental.

Cooperative Spirit

As far as imagination is concerned, how many have the nerve connected with it to walk into their libraries as if a stranger and to see that library with those eyes? To wonder how to go about finding something that is really difficult? Is there something we would change as we walk into that place? And what would it be?

The team approach in this field is helpful. I have mentioned already the idea of the library committee. Allow the faculty members to present their ideas. Cooperate with them as a group and as individuals. Taking into consideration the students; in spite of the fact that they are students, they may have some fairly intelligent ideas. Good, close happy relationships among the administrative officers, of which the librarian is one, are most helpful.

In direct relationship to this, consider the way that the librarians in an institution work together as a team. Especially as the library grows larger and there is need for several staff members, as we find in university libraries, does the handling of personnel problem become very important. To know that the librarians are happy in their work, that the minimal amount of friction exists among the employees, that they are truly happy in what they are doing, that they prefer this institution to others, are the degrees you

read on the barometer for halcyon days. The spirit, the atmosphere, the staff lounge indicative of the best staff relationships, are of great importance.

Materials Acquiring

Having disposed of the problem of personnel, let us move over to another large area, that of materials acquiring. First of all, what do we acquire in a library? The audio-visual materials, unless there has been some definite policy in the institution, should be handled by the librarians. It is a fairly obvious thing I believe; even the Post Office has taken over terminology which indicates such materials pertain to libraries. Since August of last year the proper rubber stamp to be placed on library packages is "Library Materials" rather than "Books."

Secondly the periodicals. The purchase of these are in a sense a big problem, yet it is something that must be done and taken care of properly. Binding and storage of periodicals is a vexing problem. Are they worth it? One sentence of advice in regard to what may be done in debating the purchase of another periodical. This method has been used successfully by certain institutions. For a period of three years a periodical is tried out; its use is checked, and if it should prove insufficient, the periodical is discontinued. In that way a fairly small amount of money is expended to discover the value of a new periodical.

As far as books are concerned, the mainstay of the library, we all realize that there should be in the library a comprehensive collection of authoritative books in all fields. Here is a quick review of what the library should have. Standard books of general reference, such as encyclopedias; standard reference books in specific fields of curriculum, for instance, *Mental Measurements Yearbook*, as far as education and psychology is concerned. Important general books, such as the series entitled "The Great Books of the Western World." As for books in each curricular field, we find sub-divisions, e.g., the general books in the field of something like "The Principles of Education"; specific books pertaining to courses offered, "Methods of Teaching"; the significant field in this curriculum, such as "Vocational Guidance"; then the collateral reading for the courses being offered. Beyond this there should

be place in the library for fields of interest which are not in the curriculum, for example, local history. And lastly books for leisure or voluntary reading.

Once it is sure what we are to acquire for the library use, the big problem rises, how can we pay for it? What about the budget? First, perhaps we could give a few general principles on that. The application will have to be worked out in each individual library in accordance with the system there in vogue.

It has been said that six percent of educational expenditures of a college should be allotted to the library. According to the issue of the "College and Research Libraries" it would seem from the reports therein given that four percent is the actuality. The libraries are grouped in three different sizes, but if you were to take the average of the medians given, it would come to approximately four percent. This statistic might prove helpful should your library not be allotted sufficient funds according to the budget of the institution.

Should the library venture something new, consider all the angles connected with it. For instance, if a larger number of books are to be bought or acquired, a proportionate increase in the professional and clerical help will be needed.

For each new professor to enter the institution, allow a basic book budget of \$100.00. Check his choice carefully to avoid duplication and use the opportunity to learn the new acquisition well.

Guide for Budgeting

Whenever new courses may be taught during that year, certain allowances must be made. It might be that the books or materials in the library will suffice to cover this particular course. In many instances it may not.

Some of the more specific principles that are involved in budgeting are the following: What is the nature of the college program? Is there some specific slant? Is it a liberal arts college, an agricultural college or what? Is there any graduate work done in at least one field? What is the nature of the curriculum itself?

Is the book collection adequate? Is the general over all picture satisfactory? There may be lacunae, and if so, one system that has been used successfully is this. Each year a certain amount of the budget is set aside for some specified con-

centration. A certain area is chosen to be rounded out by the books that are necessary to fill in the hiatus.

Consider moreover the enrollment in the courses and apportion the budget in such a way so that those who have a larger number of people in their courses might benefit by a greater number of books. In close connection with this is checking the relative use by students. Some heavily populated courses may not be using the library nearly as effectively as the other courses. Consider also what the professor might have produced in the past.

The extent of new publications in the field might be a serious point to consider in relation to arranging the budget. There could also be a need on the part of the instructor; he may have very valid and serious reasons for the library materials he is requesting. Remember also the capacity for and the commitment to research by various individuals in the institution.

Functional

In evaluating a college library, always keep the following point in the foreground. Libraries must be functional. Make the library a real teaching agency. That is, it must contribute to the college educational program. You are a librarian and at the same time a teacher. By working these two together you will contribute successfully to the college and to its main purpose.

The use of the library is of utmost importance. The faculty use is at least as important as the student use. Otherwise, how would they be able to demand things of the student? They must use the materials first themselves. Furthermore, it is up to them to be aware of the holdings of the library in order to know what new books to order. And all good professors want to keep abreast of their field.

As far as student use is concerned, there should be in the institution a period of orientation to the library. This ordinarily occurs during the early months of the freshman year and, if done in conjunction with the first term paper assignment, proves most successful. On certain occasions of course, private conferences will supplement such instruction.

Whatever you do, try to build a free reading program for the student—a program which will attract the student to the library for reasons oth-

er than his assignment—a program which will keep him reading after college.

Example—Periodical

In order to clarify by a specific example how a library can be functional, I will devote the rest of my time to the topic: Keeping the Faculty Alert—Periodical-wise. We know faculty use stimulates student use. Let us go into it somewhat in detail.

As far as general notions are concerned, the display of old and new titles is something which we should not pass by. A current magazine display rack where some thing of unusual interest or a new feature is brought to the attention of all. Perhaps the English department will aid this project by having someone in an advanced English class write up a squib in relation to the feature.

At the full faculty meetings, possibly a magazine of general interest could be brought to their attention, something such as "Changing Times," a magazine that finds itself off the shelf more often than on. At departmental meetings a specific, scholarly work might be brought in for a short explanation. Perhaps PMLA to the English Department to show its relation to the curricular use.

Many libraries have specific publications or some kind of letter that is fairly routine and regular. Do not fail to make use of this to attract more attention to periodicals in some way or another. A special column in the library publication could be devoted to magazines. The Student College publication is also an organ which we should not ignore. Have someone on the staff consult with the librarian in regard to something of interest in the library. Most faculty members glance over this publication.

Some of the indirect methods used to bring about the interest of the faculty are the following: The listing of new additions to the library is fairly routine. Possibly it could be done together with the list of new books added to the library.

From various places you could pick up ideas or news on higher education. Keep a clipping file handy for people to consult.

A third idea is the suggestion box. Some people do not have the time, the opportunity or the inclination to discuss the idea with you, so this

affords them the chance to plant their excellent ideas in fertile ground.

Duplicates of magazines could be donated to office collections whether they are strictly periodicals, government publications, or re-prints of some kind. But do take the added measure of safety of marking them as duplicates, so that there will be no danger of wondering whether or not this particular copy belongs in your library to complete your run of the magazine.

It is always advisable to bring attention to the magazine blurbs, especially when they are new. Second hand stores will send catalogs of magazines, other libraries will send their exchange lists. Refer to faculty members books containing bibliographies and to sections of journals which will list the specific magazine articles which are of interest to them. Possibly you can draw the attention of the professor to specifically good listings on occasions, especially if some library magazine would carry some selections of books in his field. He might not be aware of the possibility of tracking down the important books in his field in this manner.

Let us look now towards a direct approach. This means making the periodicals available. One method is to keep copies of the current magazines in the faculty room temporarily. However, if the library is easily available to faculty and students alike, I personally prefer that the magazines be kept in the library. Another method is the magazine routing system. Such is supplied on the corner of the "School Life" magazine, whereby names of different faculty members may be written in and, after they have seen the periodical, checked off.

Some libraries make use of suggestion cards. Here, whenever a faculty member finds a particular article of interest to some other individual or some other department, he routes the card to the librarian to be turned over to the persons concerned.

On certain occasions if the librarian has sufficient time, he may want to make abstracts of important professional periodical articles. Let us say that half of these end up in the circular file, yet a great deal of good may be accomplished because fifty percent of the faculty members show their interest in this material.

The personal touch is by far the best of all.

The phone call in many cases proves quite satisfactory. In general, the individual conference with the faculty members forms the greatest personal contact. Frequently it ends up in a fruitful discussion for both concerned. It may start casually at the coffee break and afford the librarian the opportunity to bring the faculty member to the library to check up a certain point or discuss a tricky problem. When new instructors come, have orientation for them. You can show them what you have, ask for new ideas, how they will use the library, and so on.

Especially in the small libraries, I believe that a librarian should try to glance through the title pages of magazines as they come in. Thus he gets some sort of an idea what is being published in the various fields. Over and beyond this, it would be extremely helpful if the librarian would take out a few minutes each week to study a periodical. Become fully aware of what its purpose is, how it is attained. Glance through a volume or so of the magazine to get a taste of the articles that are presented, the level at which it is written, the main purpose behind it, the particular interest, the kind of bibliographies it has, whether it has a good index, whether it is indexed in the periodical indexes and in which ones. As a result the librarian has more than just a chance acquaintance of the particular magazine, which he may have acquired during his library school days.

Conclusion

The last paragraphs have been a very specific example in making a library functional. It is up to you to study through some of the other points that play in this particular topic. All of you are capable of doing this.

In general, we have discussed the evaluation of a library; we have considered the climate in the library, the personnel, materials acquiring, and how to make a library function. I hope that what has been said has been of benefit to us in one way or another if only to rearrange some of our ideas and bring them to the foreground again. Possibly we will take this opportunity to examine the conscience of our libraries and, as I suggested earlier, to examine the methods of achieving its purpose and to take this occasion to establish a system of continued appraisal of our libraries.

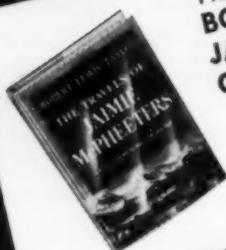
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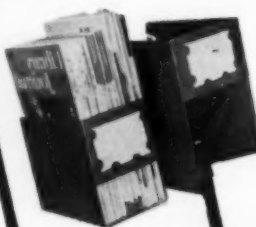
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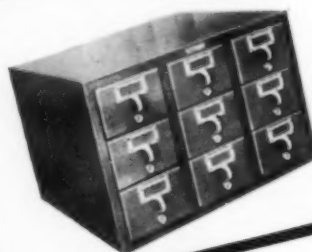
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That Application for A Grant

BY ARTHUR T. HAMLIN

University Librarian
The University of Cincinnati
Cincinnati, Ohio

**The former Executive Secretary of ACRL
gives pointers on how to apply for a grant.**

Sooner or later most college librarians face the problem of preparing a statement of library need for submission to a foundation, to a well-to-do friend of the institution, or possibly to the Association of College and Research Libraries, which operates a small grants program. Much, obviously, depends on how the case is presented. The individual or group which controls the money usually needs certain background information, and some types of projects are more attractive to philanthropic foundations than are others. These suggestions are made particularly with reference to applications for ACRL funds (principally from the United States Steel Foundation) and to the large, established foundations with regular programs for the support of higher education.

For most purposes the application should attempt to present: (1) a clear picture of institutional interest in and support of the library and indication that the book collection is fully utilized in the educational processes; (2) a program or need, for which funds are sought, which is fundamental to the educational process and not just some minor refinement, luxury, or supplementary institutional objective; (3) a presentation which clearly shows the whole need has been thoroughly studied and that the library knows just what to do when the funds are received. In my own experience with applications to the ACRL Foundation Grants Committee, and as an occasional consultant to foundations, I have seen a great many applications sink on one of the above rocks. They therefore merit close examination.

No responsible philanthropoid (a word coined by the *New Yorker*) wants to place money on a library which is badly understaffed or otherwise undernourished in proportion to the means of the institution. This is entirely a relative matter.

An institution which assigns to the library eight percent of its total funds for academic and general purposes is indicating administrative confidence in the library, or endorsing the role of the library. On the other hand, the assignment of only three per cent, or two per cent, seems to indicate a corresponding lack of confidence in the library and its role. Under some circumstances eight per cent may not be enough; likewise three per cent could conceivably be too much, though such circumstances are more in the realm of possibility than probability.

Not only the institutional budget, but many other factors indicate the vitality of the library and its contribution to the educational process. Some of these factors are statistical, such as the record of accessions and withdrawals, and others, no less real, defy analysis but often convey a sour smell of a lack of interest or the sweet tone of vital concern. If statistics are submarginal but the local situation is healthy, some explanation should be made; and if the figures or percentages are low and the picture is not healthy, a frank confession of the same and some expression of hope for improvement is good psychology. Strange as it may seem, some institutions will supply data which is contrary to the known record. Usually someone involved in the decision has a local knowledge of the institution and spots any misrepresentation.

Assuming that the soil and climate are favorable for growth, what of the seed, in this case the particular project for which support is sought? There must be such a project. Individuals will give to general support, but foundations almost always require a specific program. Generally speaking, it is wise to present a need which is basic to education but new on that campus. Books are always basic. If a subject or a

graduate program is new to the curriculum, it should be supported by extraordinary purchases of books and journals. Any such request should be accompanied by clear evidence of just how the money will be spent.

Another factor of importance is that the project for which support is sought be fundamental to the objectives of the institution. The purchase of expensive reference books for a new graduate program certainly contributes to the objectives of most universities. But how about a request for funds to catalog church history materials for a denominational college, or to provide a collection of children's books because townspeople have no public library and use the college library? Even though the college considers these and similar needs important, the average foundation seeking to support higher education will shy away from them. The church history project should be financed by individuals or corporations which are primarily interested in that church. For children's books there are many agencies which specialize in child welfare. Such support seldom comes from agencies primarily interested in the support of college libraries.

It is possible, but rather unlikely, that the applicant has an experiment in mind which may be widely adopted by other institutions. Thus the money which is sought will not only benefit the applying institution but indirectly many others as well. An example in point is the Lamont Library at Harvard. This concept was not original at Harvard, but the execution of the project was in some respects original, and this library received wide publicity. As a result, "Lamont" did have a very considerable influence for good on library practices elsewhere.

Make Concise Reports

A great many applications are rejected because of the form in which the information is presented. This is not right, of course. Yet confidence is not inspired by an application which is unorganized, or contains contradictory information, or is filled with irrelevancies, or which runs on page after page with minor dreary details. Once the case is stated clearly and succinctly, add any number of supplementary lists, documents, etc. Some time ago a large foundation received several applications for large sums to be used for acquisitions. One college stated its case in a few pages covering the present state of the library,

the expansion of the curriculum, its ability to handle increased funds, etc. It then appended a bibliography of the several thousand titles it planned to buy if the application was successful. No expert knowledge of the subjects covered was required to see that this was a good list. Obviously the college knew what it was doing. The need was not novel or exciting, but it was sound. The request was approved. Another application from a sister institution consisted largely of statistical tables designed to substantiate library needs in various areas. The material was poorly organized, some of the examples of needs were unwise and the whole presentation was therefore under a cloud. It turned out later that the second institution had its book needs carefully listed on cards. If this bibliography had been forwarded, or if small portions of it had been reproduced and certain other data suppressed, the application would undoubtedly have been successful.

There are many minor factors which help an application. Consider the magic of matching funds. Foundations like to feel that their grants have "leverage," are a means of attracting other support. So do alumni and friends. Many people who will not make a large gift outright will promise a substantial sum if someone else matches it. Furthermore, the promise of matching funds indicates that the college is hard at work on financial support. Sometimes a college president will promise extra funds for the library if the librarian gets a grant.

Another type of program which has great appeal is one which involves cooperation with other libraries in the area. The books or the services which are sought may be unique in that section and therefore may serve the community at large and other colleges. If so, this should be stated.

Finally, remember that foundations must necessarily turn down most of the applications which come to them. If the project is a good one, stay with it. Talk about it and pray about it. In the course of a few months work up another so as to have a second arrow in the quiver. Both people and foundations are looking for good causes to support. It's the institution which has a number of good programs ready that is likely to get the funds. Good performance with one grant, properly reported, will establish confidence and lead to additional support.

Importance of Developing A Love of Literature

BY REV. NICHOLAS J. McNEIL, S.J.
Cheverus High School Librarian
Portland, Maine

**This is the text of an address delivered
by Father McNeil at the opening session of
the Connecticut Unit's "Library Workshop
for Elementary Schools" in October, 1958.**

I thank you very much for the invitation to speak to you at this Library Workshop for Elementary Schools. As a high school librarian, I am very much concerned that our future students develop a love of literature before entering high school. As the 1959 Chairman of the Elementray School Library Section of the Catholic Library Association, I am also very much concerned that our Catholic elementary schools provide little Johnnie and Jane with the best in children's books.

On one of the pages of *The New England Primer* of the eighteenth century, there is a crude woodcut of a child reading. Opposite the small picture is a couplet we often quote:

My book and heart
Shall never part.

That picture represents pretty much the way we feel about good literature. That quotation fits us perfectly for we *have* a love of literature. The problem of making today's children give their hearts to books is ours as parents, teachers, and librarians. When children say that they like *Treasure Island* and *Tom Sawyer*, they have caught the magic of literature. Good books have a magic similar to that the Pied Piper of Hamelin exerted over the children of that sad town.

Montaigne once said: "I do nothing without blitheness!" Certainly we would be very unwise to try to get children reading books that they do not enjoy. It would be imprudent of us to expect that children should necessarily give their heart to a book that we liked when we were children. Children have to find out for themselves

what they like to read. Once they have found that books are a "gift of wings," then they will be carried away far from the living room of a home in Hartford on a storybook trip out into the wonderful world of make-believe and knowledge. As Lillian Smith writes in her wonderful book, *The Unreluctant Years*, "They read for pleasure, and without blitheness, they read reluctantly if at all." In the school curriculum the children may have to take this or that subject, but in choosing their reading, we must give them a moderate liberty. You may think that I am advocating an elective system in their choice of reading. In reality, I am urging you to give the children a choice of one out of three books that you think the children would enjoy. This is—controlled freedom of choice—the only way I am convinced that we will develop a love of literature in their hearts and minds.

Friends, I would like to stress two points today. First, I would like to review for you the reasons why it is important to develop a love of literature in our children. Second, I would like to suggest several ways to develop this love of literature.

I do not think that I need to spend a great deal of time on the first point. The fact that Flesch's book *Why Johnny Can't Read* sold so well is evidence enough to convince you of the importance of teaching elementary school children to love literature.

Today's children are born into a reading world. In this country with universal education well established, tomorrow's citizens who cannot

read will be out of step with their fellowmen. Reading is necessary at every turn in our daily living—at home, at school, in shop and factory, at the polls, and today, even on our super-highways. In our complex world, reading is more necessary than ever before, as a means of emotional release, as a way of extending experience, and as a source of information.

Tremendous Growth in Children's Literature

One person in three in the United States, including men, women, and children, subscribes to a daily or a Sunday paper. Sixteen magazines have a circulation of above three million, and thirty-five more magazines top the million mark. The *Book of the Month Club* in 1926 had fewer than five thousand members; today, with more than fifty competing book clubs, it has over half a million subscribers, and this in a period when the population has increased only 40 percent.

Information, in the form of handbills, folders, and pamphlets, presses upon children and adults for attention. They tell you where to go for a vacation, what bicycle to ride, what to do to be beautiful, what candidates or causes to sponsor, and what books or television sets to buy.

In 1920, not one publisher in the United States had a children's book editor. Today, sixty such editors devote their full time to studying the market, discovering needs, stimulating writers, and editing books for children. There are several book clubs for boys and girls. Your public libraries report increased circulation to children in spite of television and radio.

An annual Children's Book Week each November, sponsored by the Children's Book Council, dramatizes the worth and availability of books for children. The *New York Herald Tribune* Spring Festival makes awards annually for the best books of the Spring for young people. The Children's Division of the American Library Association, through the generosity of Frederick Melcher, presents the Newbery and Caldecott medals each Spring for the best children's books of the year. [Ed. Note: Since Father's speech was given the Catholic Library Association has established the Regina Medal award for lifetime contribution to children's literature. See Vol. 30, Nos. 3, 4, 5.]

Book review weeklies, like the *New York Times Book Review*, the *New York Herald Tribune*, and *Saturday Review* give space to books for children. Even the scouts offer merit badges for wide reading and the Camp Fire Girls furnish reading lists with every project. There are today, even more magazines for children which furnish information for their pastimes. Some offer stories of considerable merit. Some promote interests and guide boys and girls in such hobbies as making airplanes, collecting stamps, building radios, while still others furnish information active minds are seeking in the fields of radar, television, atomic energy and chemistry.

Eighty-six million copies a month are sold of the more than 300 different comic books, some good and some very bad. You know them as hair-raising jungle adventures, breath-taking mystery stories, aviation thrillers and fantastic activities of space men. Other comics have attempted to present real heroes, historical events, scientific feats, and everyday doings of children and adolescents, still others make comics out of the classics.

Since there is such a variety of material available to the children, they must learn to love the best. This places upon the school the necessity of developing standards of selection, and habits of choice, as the children grow in maturity through their reading. New skills are necessary. Teachers and librarians, writers and book publishers unite in bringing children and books together.

Books for Recreation

Apart from the importance of reading in the lives of our elementary school children today, there are many reasons for reading that are valid today as they have been for other generations. Everybody who appreciates books realizes that they enrich the lives of boys and girls. They provide enjoyment. Every child who reads *Hans Brinker* is thrilled when he wins the silver skates. *The Magic Fishbone* by Charles Dickens was a favorite children's story long before Shirley Temple presented it so beautifully on television. Children enjoy the book *Half-Magic* by Edward Eager, because one summer four children had a series of magical adventures after finding an ancient coin.

Besides enjoyment, books provide information.

Even the very young children delight in Hammond's *Nature Atlas* with its hundreds of colored pictures of animals, flowers, birds, and insects. Every child who plays little league ball will enjoy Mary Bonner's *How To Play Baseball*. Some children will love Ivan Tannehill's *All About The Weather* because it is a simple explanation of the reason for our changeable weather in New England.

Books expand the children's horizon in time and place. Riki Tiki Tavi's adventures in India bring the jungle closer to the children's own back door. Genevieve Foster's *Abraham Lincoln's World* should open the eyes of the children to the past so that they can share the experiences of the people who lived during the Civil War. *Little Geography of the United States* by Mable Pyne will fascinate children on a rainy day. The spirit of the explorers, Lewis and Clark, still flouts every obstacle through Hames Daugherty's manly story of *Courage Undaunted*.

Spiritual Influences

Books help children understand themselves and others. *The Tale of Peter Rabbit* by Beatrix Potter will always be a favorite of the younger children. They learn while they read about the famous rabbit family of Flopsy, Mopsy, Cottontail, and Peter Rabbit, who disobey Mother Rabbit's warning and go into Mr. McGregor's garden. Elizabeth Yates' *A Place for Peter* is the story of the adventures of a boy who grew up as a New England farm boy. Marchette Chute's *Wonderful Winter* recounts the story of young Robert Wakefield who lived with the famous Shakespearean actor, John Heminges, during the off-season. In these books the children see why other young people act this way or that, and perhaps they find answers to their own problems of this real and earnest life, through reading.

Books enable children to find release from the tensions encountered during their years of rapid growth and maturity. Today, many parents send their children off to watch TV to keep them from under-foot. Today some parents encourage their children to read to relieve the tension in the whole house. We can thank God for the quiet child who loves to read. When the children start reading Hans Christian Anderson's *Steadfast Tin Soldier*, they try to make their parents forget that it is time for bed. What child does

not love to hear the story of the *Ugly Duckling* who grew up to be a beautiful swan. *The Quaint and Curious Quest of Johnny Longfoot*, *The Shoe King's Son*, by Catherine Besterman, makes a delightful retelling of the story of the Seven League Boots.

Books finally provide a way for the children to relive the spiritual experiences of the human race. They follow Ulysses in his wanderings; they are sold into Egypt with Joseph; they follow Joan of Arc to Rheims; they listen to Lincoln at Gettysburg; they go to Africa with Livingston; they baptize thousands with St. Francis Xavier; they freeze with Washington at Valley Forge; they fight through the jungles of Bataan with the American and Filipino troops, and through story biographies, they stand at home plate with Joe DiMaggio, perform surgery with the Mayo Brothers, and try experiments with Michael Faraday.

Is it any wonder that we should consider the development of a love of reading literature so important? Is it any wonder that parents, teachers, librarians, and book publishers are doing all they can to share with today's children some of the magic and heart and joy they fortunately found in their own youth?

Now I would like to spend a little more time in offering you some practical suggestions for developing the love of literature. This is my second point.

School Librarians Few

Ideally there should be a school librarian in every Catholic elementary school. Now I know that it is out of the question in some parishes. Librarians cost money. I suggest that perhaps some lady in the parish might have the time and be interested enough to donate some of her time to helping children and books get together. Perhaps she might go to school at noontime to open the library so that the children can browse and later on in the afternoon have time for supervised reading or selection of books. This volunteer librarian should know her books and know her students. She will know her students through the teachers and through the reading habits of the children. She will know her books by reading them or by reading annotations about them. She should be there if the bookmobile comes to the school, to assist the children in getting the

books they will like to read. She should be the person who contacts the public library for a shipment of children's books. But most important of all, she should be the type of person who loves children and loves books, then she will find sincere pleasure and enjoyment when she introduces the books to the children and the children to the books.

To develop a love of literature, there must be some books to love. Our children need to be exposed to the best in children's literature. I suggest that librarians choose the books recommended in the *Children's Catalog* published by Wilson Company. This book is the secret of any program for bettering habits of children. There are 3,204 books listed in the 1956 edition. Certainly any elementary school library should ambition to have a basic collection of 1,050 starred books from this catalog. Through the use of the *Children's Catalog* any librarian can readily find a book that any child would want, by author, title and subject. I also would recommend that an elementary school library follow some of the choices suggested in another book: *A Basic Book Collection for Elementary Schools*, published by the American Library Association. Should you want to add some Catholic titles, you might find the list for Catholic Book Week, *The Best in Catholic Reading for Children*, very helpful. It lists the best thirty for any given year. Catholic series, such as the Vision Books, Catholic Treasury books, Christian Child's Stories and Catholic background books can certainly be recommended.

Range of Interest

Children's books today are very bright with beautiful covers and book jackets. They should be kept this way. If there are paper book jackets, they should be covered immediately with some plastic covers to preserve this beauty. Children judge a book by its cover. They will shy away from a book that is library-bound with a drab blue cover.

It is common knowledge among elementary school teachers that during the intermediate grades when children are growing rapidly in reading, it is important that they have a great many easy books to read. This is a practice so important for promoting a love of literature. During this period too, it is important to group chil-

dren according to their reading interests so that they may be guided to actual reading. They have to find themselves and succeed in reading what they like.

Since the range of children's interests and abilities is no where more obvious than in their reading, the librarian should be prepared to meet them with a great variety of books. The good readers should find books that will interest them, providing them with the excitement and emotional release they demand. These may be books above the average level of maturity, certainly books that the ordinary classroom teacher would not be able to provide. Besides referring to the encyclopedia for information, the students should have the opportunity to read other books which are written with great skill and illustrated beautifully. This is the way to keep alive their love of using the ability they have learned. Otherwise, you may disgust them with the easy reading the class has.

Books at Every Level

On the other hand the weak reader should have reading activities and materials that combine maturity of interest with simplicity of vocabulary and sentence structure. There are plenty of books which he can choose to learn his material in social studies, science, and mathematics. These are for example: *One Horse Farm*, *Travelers All*, *Picture Book of Astronomy*, or *First Book of Indians*. These slower readers require graphic materials such as maps, globes, charts, films with captions. Sometimes you can keep alive a love of reading by providing books that tell about some hobby a boy or girl is interested in. At our high school library, we are catering to an all consuming interest in cars. We have books that the students can read. For younger students you can provide aviation readers with books by Henry Lent, with Landmark Books, Real Books, and First Books. I suggest some magazines for the library published especially for the elementary school level.

I realize that this library program is costly. Unfortunately, books cost a great deal of money, but we must never forget that they do a great deal of good for the children. I suggest that some parish organization, possibly the Mother's Club, take the school library as a project. First, they can ask for donations of books that their children

have read and reread. Then, through card parties, rummage sales, and book fairs, they can raise a substantial sum each year to present to the school library for the purchase of the most important starred books.

In the school, the library should be a hive of activity for the children. Children should love to go there more than to any other place in the school with the exception of the school yard. The principal of the school should be convinced of the value of good books, of the importance of having a librarian to develop this love of literature. During the school year, the librarian should have the privilege of presenting a program at a school assembly. Here the children could read aloud to recreate the emotions and thoughts of famous selections from our literary past.

At our school after one of these programs, a freshman came to the library and asked to take out a book called the *Wreck of the Hesperus*. He had heard it read from the stage. Of course, he was dismayed to find out that it was poetry. A program like this is good propaganda for the library. In our schools we should use the bulletin boards in the classrooms to post dustcovers from the books. Incidentally, extra jackets can be secured from any publishers if you tell them that you are trying to interest the students to read their books.

In 1959 the American Library Association will publish its standards for an Elementary School Library. These directives serve to promote the school library. They provide reasons for expanding the budget of the school library. The American Library Association, by the way, is very generous in sending literature which might be helpful in convincing the administration and parents of the importance of the library. The Catholic Library Association is working on a list for Catholic School Libraries*. For the present, we should confine ourselves to the standards for any elementary school library.

During Catholic Book Week in February it is good to purchase the official book list for children, and the official book marks. There is also a book with valuable suggestions for sponsoring

* A preliminary list is available now in mimeographed form at 25 cents per copy. Write to Catholic Library Association, Villanova, Pa.

a program for the week, *Guidebook to CBW Activities*. Similar promotion material is available for Children's Book Week in November and during National Library Week in the Spring.

Some elementary schools have sponsored talks by authors and illustrators. They prove interesting to the boys and girls, for the book seems more real if the author or illustrator is known. I am sure that you realize that love of literature must begin in the home. When children are very young, they love to hear stories about other children, about animals, about the sea, about bravery, even about tragedy and mystery. While they cannot read, they can see the pictures in their first picture books. They try to puzzle out just what the characters in the pictures are thinking about and what they are doing. Telling stories to children and explaining pictures to them is their first contact with books. A parent will spend a great deal of time answering such questions as: "What is the doggie doing?" "Why did the little boy run away?" "Did the little girl cry when she lost her ball?"

The Background of Reading

When the time comes for school, most children are anxious to go. They are given books to look at. The teacher tells them stories. All of this is very familiar because mother and dad did the same thing at home. Gradually they learn to read. In the lower grades, of course, many of them are still too young to do much reading for pleasure. It is important during this period that the parents read to the children along with the teachers, otherwise, they will lose their love of stories. This contact with books is fun. When the children are ready to read for pleasure, they will pick up a book that mother or teacher has been reading. They will struggle to read ahead to find out the ending of a particularly exciting incident. This is the background for a love of literature.

Children cannot be hurried in their reading, but they must be sustained by daily contact with stories. You know how well children can remember. They can repeat a story by just glancing at the picture. They can repeat a story that they have heard in school. Saturday mornings in the Public Library, children can enjoy the stories

(Continued on page 135)

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Enlarged by 240 pages, the second edition includes many new orders, further cross references, and numerous additional linguistic and factual details, all the product of extensive and painstaking research work. While the body of the work is arranged in convenient dictionary form, the separate index to founders will often prove an additional time-saver in reference libraries and the cataloger's desk. Second Edition, 1957. xxxviii, 594 pp. cloth: \$5.00

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The Library and the Audio-Visual Center

BY SISTER M. LILLIAN GOEKE, O.S.B.

Assistant Librarian
Villa Madonna College
Covington, Kentucky

In her first contribution to CLW Sister Lillian examines various views on the place of audio-visual materials in the library and the role of the audio-visual specialist.

Mortimer Adler draws attention to the function of words and their multiple uses.¹ The term "library" may serve to illustrate the point. According to the Century Dictionary (1889) a book is "a treatise, written or printed on any material, and put together in any convenient form, as in the long parchment rolls of the Jews, in the bundles of bamboo tablets in use among the Chinese before the invention of paper, or in the leaves of paper bound together." In more recent times we have come to extend the meaning of *Liber* to include films, film slides, filmstrips or anything likely to convey meaning. It is only in this broad sense that the term film library is understood to mean a collection of ideas on film. To a librarian accustomed to thinking of a good book as the "precious life blood of the master spirit embalmed and treasured up on purpose to a life beyond life,"² this conception of the term is understandably unwelcome.

It is interesting to comb the literature for opinions. In 1955 there appeared the Shores-Larson views.³

Doctor Shores is an integrationist and advocates combining the A-V Center with the library by providing:

1. A single catalog of all instructional materials so that teachers and pupils can discover what resources are available on a topic. These resources include books, films periodicals, filmstrips, discs, pic-

tures, tapes, objects, and an index of community resources.

2. A single charging and booking unit for all of these materials.
3. A unified guidance and reference service for pupils and teachers organized by levels or by subjects.

According to this view two people assigned to guide the use of instructional materials in the school would work most effectively in a single center, dividing the work between them not by type of materials, but by level or subject specialization. In a high school, for example, one specialist might serve the sciences and industrial arts, the other the languages and social studies. Doctor Shores believes that these people would serve more effectively by becoming specialists in levels or subjects rather than in a particular area of materials.⁴

Doctor Larson favors a separate but coordinated school library and materials center. He has predicted that by 1960 at least seventy-five institutions in approximately forty states can be expected to offer the graduate curriculum recommended by the Department of Audio-Visual Instruction of the National Education Association for certification of the school's Audio-Visual Director.⁵ Comments on this opinion have appeared with increasing frequency in A.L.A. and related publications. For instance, Irene Cypher, Associate Professor of Education, New York

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University, presented a convincing view with the caption, "Materials Centers and School Libraries Don't Mix."⁶ Interest has been so keen that no less than thirty-five editors have been found willing to accept articles on this subject.⁷

In April 1958 there appeared a "statement prepared by the Joint AASL-ACRL-DAVI Committee."⁸ C. Walter Stone, Editor of the statement, is of the opinion that it accomplishes two things: first, it presents an agreement reached on the National level which should be developed in American Education; second, it recommends a common basic program of education which those working as specialists with materials should have, regardless of professional background, title, or position. The Joint Committee members received endorsement for publication of their statement and they now await the approval of their respective associations.

"The committee agrees that certain knowledge and specific skills . . . are essential in the professional education of librarians, audio-visual specialists and others who have a primary responsibility for instructional materials. . . it is necessary that there be definition of responsibilities, of acquired competencies, and of the means by which these competencies can best be developed. . .

"Under consideration here is the professionally competent instructional materials specialist at all levels. By 'instructional materials specialists' are meant those individuals who, on a professional level, are directly responsible for a school, college or university program of counsel, service, or in-service education for students and teacher use of instructional materials. The distinction between optimum qualifications of the beginning professional worker and of the director of a system-wide program is essentially one of degree and not of kind . . .

"The challenge is that of developing increasingly effective use of all types of materials by teachers and students. The measure of their success is the quality of teaching and learning that results."

Besides personal qualifications essential for any administrator, basic competencies consist of the following:

1. Successful teaching experience, either through years of classroom teaching or an organized internship program, experience on curriculum committees, and also experience in guidance and supervision.
2. Foundation areas. Besides a working

knowledge of research methods as applied to instructional materials, specialists should have courses in

- a) educational administration and supervision
 - b) principles of teaching
 - c) curriculum development
 - d) guidance and counseling and
 - e) mass communication
3. Specialized areas. Courses and in-service experience should be provided in
- a) analyses of instructional materials, their nature and content,
 - b) methods of selecting and evaluating materials,
 - c) utilization of materials,
 - d) production of materials including work with specific media,
 - e) processing for organization and maintenance of materials and equipment.

"The foregoing statement regarding instructional materials specialists and the preparation they require has important implications for many groups, including the students and teachers who are to be served, the professional associations concerned, and especially for those in institutions of higher education which have responsibility for recruitment and professional education of teachers, librarians, and audio-visual specialists. Whatever their title may be, specialists in the materials of instruction, who have a broad view of the field, are needed to provide essential services for a modern program of education."

The obvious inference here seems to indicate a third and distinct type of professional training. Our colleges must provide:

- training of teachers, social scientists with prophetic vision;
- training of librarians, literary artists with contagious attitudes;
- training of A-V specialists, artist-mechanic hybrids with the human touch.

We need segregation, not of pigmentation, but of school personnel. The American Defense Education Act: Title VII has indirectly confirmed the use of audio-visual materials in American education; and today's librarians recognize an associate, not a competitor, in the audio-visual specialist.

(Continued on page 134)



BOOKS IN THE PARISH

BY JANE HINDMAN

Holy Family College
Philadelphia, Pennsylvania

PARISH LIBRARIES ARE EFFECTIVE

By Rev. John E. Colman, C.M.

When my Superiors first assigned me to the missions in Alabama, I was the only Roman Catholic priest for three and one-half counties in that state. Not three and one-half miles, not three and one-half towns, but three and one-half counties! To give you some idea of the size of the territory that was to be covered by one priest of the Congregation of the Mission, imagine that you are in Philadelphia and are responsible for all the souls from there to Harrisburg, or imagine that you are in New York City and are charged with the care of souls from there to Albany! Of course, there are not as many residents in the comparable area of Alabama; nevertheless, the responsibility is a weighty one for a young priest.

Every Sunday morning it was my privilege to offer the Holy Sacrifice of the Mass three times but I had to drive over one hundred miles to do it. And this was the time before the relaxation of the Eucharistic Fast regulations promulgated by Pope Pius XII of happy memory! In this Sunday morning work, confessions had to be heard at each place; Baptisms, if any, had to be performed; sermons had to be preached because this was the only chance that the people had to hear the word of God; and the priest had to rush off in order to arrive at the next mission in time for the next assigned Mass about thirty miles away. I repeat, what would you do?

Now, thanks be to God, there are two priests serving this same territory, yet there are many opportunities that must be neglected because there are not enough priests to send to the area. What

has caused this change in the last six years? It would be an exaggeration to say that it is exclusively to be attributed to the introduction of a parish library into this section of ignorance. Nevertheless it may be an encouragement and a source of inspiration to others to know that the library established in the home parish was certainly responsible for a large share of the credit for the transformation that is being effected.

There are many things a priest can do when he begins the work of a pastor in a parish that embraces such a large section of the country. However, from experience, the establishment of a parish library is at least one of the most influential for long-term gains. What actually happened was this. People who were poorly schooled in the truths of their Catholic Faith were able to go to the parochial center and read basic books and even take them home to peruse at their leisure. Many of these recent converts interested others who were not originally "of the one fold" and even though they were unable to answer the inquirer's questions directly, they were able to find suitable answers in books which they were able to lend to these inquirers. In this way the parish library actually spread the presence of the pastor far more effectively than any imaginable bilocation. Books from the library served as stop-gaps until the parishioners or the prospective converts were able to see the priest in person.

One of the difficulties in conducting work of this nature is the securing of a competent librarian. God blessed this mission in a special way by the fact that a recent convert was also a qualified librarian. In her spare time she was able to give generously to the Church of her talent, her training, and her interest; this combination served to establish the original basis for the library. After that the principle difficulty was the obtaining of worthwhile books. And here is a final word of advice with regard to parish libraries in mission territories, especially the South. No one likes to be talked down to . . . This fact carries over to the notion that Southerners, converts or not, do not appreciate "castoffs" in the sense that the books should not be the discards or remnants of Church libraries in the North. Each book in the parish library in mission territory should be considered for its own value just like every book in any parish library anywhere in the world.

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Rev. John F. McConnell, M.M.

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P.S.:

Of course our official journal, *The Catholic Library World*, is received by every member. For information on membership in the Association write to the above address.



Book Talk FOR PROFESSIONAL PEOPLE

By
SISTER M. CLAUDIA, I.H.M.
Marygrove College Library
Detroit, Michigan

Catholic Serials

This summer saw the publication of Part One of the Second Series of *Catholic Serials of the Nineteenth Century in the United States, a Descriptive Bibliography and Union List*, compiled by Eugene P. Willging and Mrs. Herta Hatzfeld of the Catholic University of America Library Staff (Catholic University of America Press, multilith, 82 pages, \$1.95). This part covers the imprints of Minnesota, and North and South Dakota, and records twenty-eight titles previously unrecorded in *American Newspapers* or in the *Union List of Serials*.

This Second Series supplements eight earlier lists that have appeared since September, 1954, in the *Records* of the American Catholic Historical Society of Philadelphia (now designated as First Series) and in *Polish-American Studies*. Mrs. Janina Wojcicka of the Library of Congress' Slavic Division assisted in the latter which was largely prepared by Mrs. Zofia Grzybowska of Georgetown University Library.

Scheduled for early publication is Part Two on Wisconsin imprints, Part Three on New York State (exclusive of New York City) and Part Four on New York City.

Change of publisher

Information Please Almanac, edited by Dan Golenpaul and previously published by the Macmillan Company, will be issued this year by McGraw-Hill. The 1960 *Almanac*, which is the fourteenth issue, will include full-page maps, charts, tables, and articles on "relearning sci-

ence," education, and the contemporary political scene. (\$2.50; paper, \$1.25).

Paperbacks

The Screwtape Letters of C. S. Lewis has finally been issued in a paperback edition. The Macmillan Company reports that in the sixteen years since its first appearance the book has gone through sixteen printings and sold nearly a quarter of a million copies. The paperback edition will sell for 75 cents.

New American Library has just published its first outsize paperbound book, *Sinews of Love*, compiled by J. M. Burke, S.J. The 160-page volume covers the work of Jesuit missionaries throughout the world and will include 170 pictures selected from the thousands received by the Jesuit Missions office from all over the world and will sell for \$1.95.

James D. Collins' *Existentialists*, an examination of the main thinkers of this post-war philosophy, was published in a paperbound Gateway edition in September.

From the Periodicals

Echo, a new "magazine of sight and sound" edited by the columnist John Wilcock, combines text on a wide variety of subjects with five-minute laminated plastic recordings. The magazine will be issued on a bi-monthly basis. Because of its spiral binding and a hole through the center of the magazine, the issue can be played on a record player.

The July issue of *Horizon* includes the complete text of a lost play by the Greek playwright Menander. The play has been translated into English by Gilbert H. Highet, chairman of *Horizon's* advisory board.

The *Catholic Book Merchandiser* (July-August, 1959) initiates a helpful author-title "Index to Notes for Booksellers." Date of publication of the titles listed is not included.

There have been many and varied reactions to Thomas P. Coffey's "Is There an American Catholic Literature" published in the September 5 issue of the *Saturday Review*. Regardless of what the reactions are, there are certainly many authors who have had only pleasant experiences when dealing with chancery offices. Granted that there may be some occasions for complaint, there is also a positive side to be presented. We are getting a bit weary of unrelieved negative comment.

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Science notes

On July 19 the National Science Foundation released a *Survey of Soviet Scientific Literature and Its Availability to United States Scientists*. The survey lists 76 Soviet journals now available in English.

The Mentor book, *Understanding Chemistry*, by Lawrence Lessing, has been issued simultaneously with the hard cover edition by Interscience. The book was sponsored by the Manufacturing Chemists Association to stimulate the study of chemistry particularly at the high school level.

Literature

The October, 1959 issue of *Harper's* magazine included a special 66-page supplement on "Writing in America." The supplement, edited by Robert B. Silvers and designed by Alexey Brodovitch, contains an impressive array of names and includes an article on "The Decline of Book Reviewing" by Elizabeth Hardwick, wife of the poet, Robert Lowell.

Knopf has reprinted three of Mikhail Sholokhov's novels which were originally published in English translation before and during World War II, but have since been allowed to go out of print. The reissues of the two volumes of *The Silent Don* and *Seeds of Treason* were prompted by the highly publicized United States tour of Premier Nikita Khrushchev who invited Sholokhov to accompany him to the United States. The author's controversy with the regime over his recently completed sequel to *Seeds of Tomorrow* has evidently been settled more quietly than was the Pasternak affair. A Moscow newspaper reportedly has invited Ernest Hemingway to accompany President Eisenhower on his trip to the Soviet Union.

Art

The New York Graphic Society continues to make available at a reasonable price its lovely Unesco World Art titles. Volumes VII and VIII deal with *Czechoslovakia* and *Greece*.

Lionello Venturi's *The Origins of Italian Painting*, written in collaboration with several other authors, will be off the press in November. This title precedes chronologically the already-published three volumes in the Skira series.

Series

This fall the University of Minnesota will launch its series of Pamphlets on American Writers. Edited by William Van O'Connor, Allen Tate, and Robert Penn Warren, the series will include a brief biography, an analysis and evaluation, and a bibliography of each author covered. The first three pamphlets will be on Ernest Hemingway, Robert Frost, and William Faulkner.

In the spring the Macmillan Company will issue the first volume of the Villanova Lecture series. Edited by Robert P. Russell, O.S.A., the initial title will be *Saint Augustine on Personality* by Paul Henry, S.J.

Doubleday and Company has announced the opening of a college department in its Catholic Textbook Division (CTD). The first publications include: *Elements of Christian Philosophy*, by Etienne Gilson (delayed until February); *An Introduction to Philosophy*, by Anton Pegis; and a four-volume *History of Philosophy*. Inexpensive Readings in paperback format are also planned in conjunction with these titles.

Reflections on a Literary Revolution, by Dr. Graham Hough (Christ's College, Cambridge, England) is the second in a series of lectures published by the Catholic University of America Press under the auspices of the Monsignor George A. Dougherty Foundation. The first lecture in the series was Christine Mohrmann's *Liturgical Latin: Its Origin and Character*.

Pre-publication prices

Fall pre-publication prices are worth investigating. Publishers have already announced the following: *The Civil War Dictionary*, by Mark M. Boutner (McKay, \$15.00) before November, \$12.50; *The Popes Through the Ages*, by Joseph S. Brusher (Van Nostrand, \$14.95) before October 24, \$11.95; *A Pictorial History of Music*, by Paul H. Lang and Otto L. Bettann (Norton, \$10.00) before November, \$8.95; *Painting in Italy: from the Origins to the 13th Century*, by Lionello Venturi and others (Skira, \$20.00) before November, \$17.50; *Italian Painters of Today*, by Lionello Venturi (Universe Books, \$30.00) before October 26, \$27.50.

New Titles of note

Charles W. Ferguson, author of *Naked to Mine Enemies*, the biography of Cardinal Wol-

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Catholic Publishers

WESTMINISTER, MARYLAND

sey, has signed a contract with Little, Brown for a history of the role of American women in American culture. The publisher does not expect to issue the book until the spring of 1962.

In October, Scribner published *Dust on My Toes*, another delightful account by Sister Maria del Rey of the adventures of Maryknoll Sisters around the world.

All—and that is many—who enjoyed *The Story of the Trapp Family Singers* will welcome its sequel, *A Family on Wheels*, written by Maria Augusta Trapp in collaboration with Ruth T. Murdoch (Lippincott, \$3.95).

B. Herder Book Company has announced for spring publication the spiritual retreats and letters of Blessed Claude de la Colombiere. The selections given in the long out-of-print *Jesuit at the English Court*, by Sister Mary Philip (Burns, Oates, 1922) would be sufficient recommendation for the translation of any other works of this *beatus*.

The London *Tablet* is running extracts from Evelyn Waugh's *Life of Ronald Knox* due for publication by Chapman and Hall at the beginning of October. The first selection, "Bishop Knox and His Youngest Son," appeared in the August 29 issue of the periodical.

Free and inexpensive

Material on the new Continental Classroom courses in college-level Modern Chemistry is available from Claire M. Tauster, Assistant Director of Press Relations, Continental Classroom, 30 Rockefeller Plaza, New York 20, New York.

The fifth annual list of "More Sources of Free and Inexpensive Materials," compiled by Dr. John R. Searles of the University of Wisconsin, appears in the September, 1959 issue of *The English Journal*. Reprints may be obtained from the National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois, for 20 cents.

The National Council of Catholic Men is preparing a kit of materials on the Mass for release about the end of November. The kit, as announced, will include material for workshop sessions which aim to bring the laity to a greater understanding of the Mass. Some of the foremost authorities on the liturgy are helping with the preparation of these materials.

The fourth annual edition of *A Guide to*

Books on Recreation, familiarly referred to as AGBOR, is now available from the National Recreation Association (8 West Eighth Street, New York 11) for 25 cents.

The *Elementary Teachers Guide to Free Curriculum Materials* is now in its sixteenth annual edition (1959) and can be obtained from the Educators Progress Service, Randolph, Wisconsin for \$6.50. Edited by Patricia H. Suttles in consultation with John Guy Fowlkes, professor of education at the University of Wisconsin, the *Guide* contains 504 sources of which 125 are new in this edition. Of the 1,270 titles listed, 530 are new. Reprints of Dr. Fowlkes' introductory article on "Providing for the Giftedness of All Children" are available on request.

Statistics

The Population of the United States, by Donald J. Bogue (Free Press, \$17.50) is a "product of the belief that a considerable number of people need and want a comprehensive statement of population events" together with an explanation of how and why they are taking place. The book describes and interprets the population changes of the 1950 to 1960 decades "insofar as it is possible to do so in advance of the 1960 census," and summarizes "available population knowledge about recent changes and historical trends in each of the leading fields of population analysis." Population figures for Alaska and Hawaii are included and there is a chapter on the "Implications of Probable Future Changes."

Existentialists

A "resume of modern existentialist thought," Hilda Graef's *Modern Gloom and Christian Hope* (Henry Regnery Company, \$3.50) is intended solely as a "criticism of contemporary pessimism from the Christian point of view." The book was prompted by the "desire to show that a more positive view of human life than is fashionable at the moment is possible and, indeed, desirable even in this atomic age." This is a good book for discussion groups.

Michigan Unit

An impressive *History of the Michigan Unit of the Catholic Library Association* has just been completed by Sister M. Rose Imelde DeHaus, O.P., and published by the Michigan Unit in an attractive spiral binding. This 74-page booklet

makes interesting reading and recalls many names and incidents of national importance. The history was prepared as a research paper in partial fulfillment of the requirements for the degree of Master of Arts in Library Science at Rosary College.

Stevens and Brown

Lawrence Clark Powell has given us a chronicle of B. F. Stevens and Brown, Ltd., with "emphasis on the years since 1902" under the title of ". . . and Brown," (London: Privately Printed, 1959).

Papal documents

Number 100 of *Actes Pontificaux* (Montreal: Institut Social Populaire) is a *Table analytique des matieres contenues dans les cent premiers numeros* covering the years 1946-1959. Only subjects are included in the index and since the reference is to issues of the *Actes Pontificaux* alone and no dates are given for the documents listed, it cannot be used for other document collections.

The Pope Speaks now has available an attractive set of reprints from its quarterly issues. They sell at the very reasonable price of 10 cents each with a 25 per cent discount on a gross order of \$5.00 or more. Lists of titles available will be sent on request. Orders should be prepaid and sent to The Pope Speaks, 3622 12th St., N.E., Washington 17, D.C.

Children's literature

Children's literature was one of the topics discussed at the seventh Congress of the International Catholic Children's Bureau held in Portugal this past summer.

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Maria Montessori: Her Life and Work

by E. M. Standing

Most people think of Montessori as the inventor of a new method. This book makes it clear that it was really the consequence of a great discovery (perhaps the greatest of our age)—the discovery of hitherto unguessed qualities in childhood. As Mr. Standing proves:

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It was a discovery as genuine as that of Mendel, as revolutionary as that of Freud (who once remarked to Dr. Montessori that, if all the children in the world were brought up according to her principles, most psychoanalysts would be out of work.) A discovery that has produced astounding results in the rest of the world but has been almost untried in the United States.

"Here, at long last, is a full authoritative account, written by a Catholic, of the much-misunderstood 'Montessori Method'—the life-work of a great Catholic educator and pioneer"—BLACK-FRIARS (London).
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Words of wisdom
on scholarship
and the intellect
know no season

NOVEMBER WITH ITS SNOW FLURRIES AND DEEP THOUGHTS BORN at fall Unit meetings here and there in the States and Canada, seems ages away as this writer sits pondering this sunny day in late August, gazing up at the gigantic statue of Christ topping the mountain just opposite the porch of the Villa Santa Maria del Monte some fifty miles from Denver. The flute-like rhythm of artistic fountains and the bass tones of water rumbling over boulders in the near-by river form a thoughtful setting for words of wisdom culled from earlier meetings and publications. Not yet written are reports of fall meetings; not yet forwarded are newsletters forecasting future plans; not yet received are letters telling of proud achievements of summer months.

One exception, however, is the model two-year report of the NEW ENGLAND Unit sent by its Chairman, Anna L. Manning, early in August. Much of what Miss Manning succinctly records has already appeared at various times in this column. Of interest, nevertheless, may be some of her summaries of the status and progress of this twelve-year-old Unit.

To interest as many of their 351 members as possible, a different type of library is chosen for each meeting. Besides librarians, other persons interested in the promotion of Catholic literature, book dealers, writers, and parents are members. Consequently, programs are planned to appeal to all. Usually there are two parts: always a discussion of some library field, followed by a book review or talk of interest to all. Topics of general interest have included the theater, liturgy, and culture and customs of various countries demonstrated with colored slides.

CLA NEWS AND VIEWS



BY SISTER EDWARD, S.C.L.
Saint Mary College
Xavier, Kansas

Some of the NEW ENGLAND Unit's unique activities previously reported here include journalistic contributions to the *Boston Pilot*, the reorganization and cataloguing of the Paulist Fathers' Information Center library, the formulation of a library program for the Archdiocesan Teachers' Institute in 1958, the listing of all parish libraries and book clubs in the *Official Diocesan Directory*, the sponsoring of Book Week Forums, and the course in library service given to 25 Sister librarians with credit authorized by Catholic University.

Outside their individual libraries NEW ENGLAND librarians have been active, too. Father Nicholas McNeill, S.J., conducted a panel at a workshop of the CONNECTICUT Unit; Joan Morris and Leonard Macmillan are officers in the Boston Chapter of SLA; Sister Mary Walter, R.S.M., is editor of *Magnificat*; Alice Marie Buckley is chairman of the New England High School Library Association; Irene Tuttle is the current chairman of the Boston Chapter of Women's National Book Association; Sally Quinn gave numerous book talks to parish libraries and to literary committees of the National Council of Catholic Women.

If not news, views . . .

You may remember that last spring we stated that some of the good thoughts of the Congress for Librarians sponsored by the METROPOLITAN CATHOLIC COLLEGE LIBRARIANS at St. John's University, Jamaica, would have to wait until later.

Speaking of the library and its place in meeting the educational and cultural needs of the

community, Emerson Greenaway, President, ALA, differentiated for his 900 listeners between the problems in the large university library and the public library. "It is not easy to meet the needs of all people of all ages and to maintain a consistent quality of book collection. I would plead," he urged, concerning the public library, "two things in relation to adult book selection: first, buy the best books and in quantity; secondly, be tolerant of the reading interests and needs of adults when the quality of the book may not be first rate but may warrant inclusion in a library collection."

Thrill in intellectual adventure . . .

At the National Conference luncheon in Chicago, Doctor Jerome G. Kerwin, Professor of Political Science, University of Chicago, pictured the Catholic intellectual "as the eternal answer to non-Catholic critics who believe that all Catholics think and speak alike on every subject. . . . The American Catholic World can expect a revolution as scholars increase," maintains Doctor Kerwin. "This day is to be welcomed, for the Catholic intellectual will be strong in faith because his intellect is satisfied; his obedience will be sustained on the firm ground of reason; and he will not be driven, but intelligently led." (Quoted in the April MINNESOTA-DAKOTA *Catholic Librarian*.)

Sister Claudia, Librarian, Marygrove College, looks to the early years for the formation of scholars. "We should urge youth to pursue the vocation of scholarship, not so much from motives of today's urgent need for seekers after truth, but because it is a high good in itself." (Cited in December Newsletter, MICHIGAN UNIT.)

Speaking of "Reading: a Force in the Lives of Children, Teenagers, and Adults," at the WESTERN NEW YORK CATHOLIC LIBRARIAN'S CONFERENCE, Father Andrew L. Bouwhuis, S.J., proclaimed "Intellectual activity should always have the atmosphere of adventure about it, that sense of thrill, happiness, and satisfaction that spurs contentment. . . . We need our intellect for its power, for its truth, for its creativeness. The intellect must be the light of life. Truth doesn't stand still—for its power comes from the intellect." (Excerpts quoted in the Winter Newsletter of the HIGH SCHOOL LIBRARIES SECTION.)

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The Modernity of St. Augustine

BY JEAN GUITTON

Augustine's time was similar to our own; we can learn from him. Guitton confronts St. Augustine with Hegel, Newman, Gide, Freud, Proust and others of our own age, and estimates how their views coincide with, or differ from, the solutions St. Augustine would have propounded. *Ready \$2.50*

Our Lady in the Liturgy

BY DOM E. FLICOTEAUX, O.S.B.

Devotion to the Mother of God very often takes on extralitururgical form. For this reason it is sometimes hinted that the true liturgical spirit leaves little place for Marian devotion. Dom Flicoteaux shows, to the contrary, the very great share of the liturgy she enjoys and that devotion to her is an integral part of the liturgical spirit. *Ready \$2.75*

The Heart of Ignatius

BY PAUL DONCOEUR, S.J.

A collection of all the sayings and writings of the saint pertinent to what is called Ignatian spirituality. No one can ponder this book without being more deeply impressed by Ignatius the lover of God and the legislator, and by his spirituality which is, in fine, complete surrender to God. *Ready \$3.00*

Pierre Teilhard de Chardin His Thought

BY CLAUDE TRESMONTANT

A splendid and clear introduction to the thought of a gentle, perhaps saintly, Jesuit, who was an evolutionist and a profound Christian thinker, an empiricist and a mystic. The future historian of ideas will undoubtedly use Teilhard as a touchstone in judging the worth of present-day thought. *Ready \$3.00*

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Talking Shop

BY RICHARD J. HURLEY

Supervisor of School Libraries
Fairfax County School Board
Fairfax, Virginia

A milestone in the history of school libraries was the presentation of the new standards developed by a Committee of the AASL at the June 26 breakfast in Washington. A panel made up of representatives of major organizations participating in the standards discussed several aspects. Buzz sessions and open session for shooting questions completed the morning. The final draft subject to minor revisions is dated May, 1959, and is available from ALA this fall. Contents include three parts—The School Library as an Educational Force; Planning and Implementing the School Library Program; Resources for Teaching and Learning. In the appendices are a bibliography, specifications for library quarters and equipment, procedures used to compile the standards, members of the Standards Committee and an index.

The Standards are of three main types: principles of policy and practice, of administration and organization, and specifications for staff, materials, funds, quarters and equipment. It is clearly written and in every way a dignified document which reflects credit upon our profession. Our appreciation should formally go to our CLA representative, Father Bouwhuis. Mary Gaver, Chairman of the Standards Implementation Committee also deserves our plaudits.

Plans call for try-outs in six states, a discussion guide for educational leaders and articles in leading professional magazines. Quantitatively we note the following: Funds should be \$1,000 for schools of 200-249 students and \$4.00 per student for larger enrollments plus additional funds for periodicals and reference

works. Also \$100-\$500 for professional books, money for supplementary materials and from \$2.00-\$6.00 for audio-visual materials. The book collection should be 6,000 volumes for 400-449 students; 10,000 volumes for schools up to 1,000 enrollment and 10 books per student for larger schools. Magazines are recommended as follows: 25 for grades K-6, 50 for grades K-8, 70 for junior and 120 for senior high schools. Also three newspapers and a vertical file. There should be from 200-1,000 books and 15 magazines of a professional nature. Also 1-2 filmstrips per student. As to staff, there should be one librarian and one library clerk for every 400 students or major fraction thereof and additional help for audio-visual collections. The physical library should seat 45-55 in schools with 550 students or fewer and 10 per cent in larger schools.

The professional, supplementary text and audio-visual libraries may be part of the library suite or a separate area. It will be seen that revisions have been upward except for physical accommodations and our only fear is that school administrators will consider them unrealistic. They are indeed challenging and our task is to sell the new standards. It is refreshing to note the professional status given to the librarian, the accent upon elementary school libraries and the assumption that the library is an educational resources center. The next conference of our Catholic school librarians would do well to make these standards the major order of business.

With Children's Book Week slated for Nov. 1-7, using the motto *Go Exploring in Books*, we have the usual inviting array of publicity aids, three streamers for 30 cents, 12 category signs for \$1.00, the official poster for 35 cents each, and it is worth more, seals, bookmarks, folders, tags, games, mobiles, etc. Address the Children's Book Council, Inc., 50 W. 53rd St., New York 19. Request your name be placed on its mailing list for the Calendar.

A brand new Catholic series has appeared with book jackets as lovely as the autumn leaves. We refer to *Clarion Books* edited by John Delaney and published by Doubleday. The new series introduces an entirely new concept, a series of exciting events in Catholic history told in fiction by outstanding authors. The first two are *Son of Charlemagne* by Barbara Willard, the story of Carl, King of the Franks. The author

successfully portrays the family of Charlemagne and the Holy Roman Empire. *Where Valor Lies* by Adele and Cateau LeLeeuw concerns a young Parisian apprentice who accompanies King Louis, the "Saint," on the Seventh Crusade. Both are selections of the Catholic Youth Book Club. The Campus Book Club of Scholastic Magazines (33 W. 42nd St., New York 36) also begins active operation this month.

New Image Books include: Dorothy Day's *Long Loneliness*; Karl Stern's *Pillar of Fire*, Father Goodier's *Saints for Sinners*, Henri Daniel-Rops' *This is the Mass*, Father Walsh's *This is Catholicism* and Father Leo Trese's *Vessel of Clay*—for high schools.

Two Catholic librarians are authors of new juveniles—*The Christmas Mouse* (Holt) is by Elizabeth Wenning, the well known Elizabeth Meg of previous historical books. It deals with the writing of the beloved Silent Night, Holy Night. Gene Inyart contributes *Tent Under the Spider Tree*, a prize book of Watts. We also welcome Professor Margaret Martignoni's *Every Child's Story Book* (Watts) "a horn of plenty of the best reading for boys and girls."



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BOOKS AND BANDAGES

BY
SISTER M. BERENICE, R.S.M.
Mercy Hospital
Buffalo, New York

LIBRARY ORIENTATION IN THE HOSPITAL PROGRAM

Paper Prepared by
Consuelo M. Lozano
Medical Library
Our Lady of Peace Hospital
Louisville, Kentucky

The library is an indispensable part of today's hospital. It is not simply a room with books to be shown the inspectors when the hospital is examined with a view to accreditation. It is a vital, living force, pulsating with information; ready and willing to give its life blood to transfuse those who need and ask for it. Too often this is not taken advantage of, either through ignorance of what is offered or the inability to avail oneself of its resources.

The primary aim and responsibility of the hospital librarian should be to assist in the educating of her institution's personnel. This consists, first of all, of the nursing personnel, closely followed by all other members of the hospital family, professional and non-professional. In the first group we take particular note of the students and aides; in the second we can include graduate nurses, practical nurses, attendants, and virtually all those persons who in one way or another come in contact with patients. This, in itself is a pretty large order, but one which if conducted systematically can prove beneficial to all concerned and produce the most gratifying results.

Most of our student nurses come to the nursing school direct from high schools. Depending on the size of their high school libraries and their librarians, these students come equipped with some degree of knowledge in the proper use of a library's resources. I repeat: depending on the size of their school libraries as well as the time spent by their librarians in instructing them how to use the library, they enter the nursing school with some degree (some more, some less) of knowledge in the science or art of using a library to their greatest personal advantage. This secondary school instruction is not enough, however, when confronted with a library filled with books and journals dealing almost exclusively with the nursing and medical sciences.

Because the subject matter in a school of nursing is so different from the general curriculum in a high school, we feel that despite the amount of instruction received in library usage prior to enrollment in the school of Nursing, it is in the best interest of all concerned that all new members of the hospital school receive instruction in the use of their institution's library. The more time used in orientation before class work begins, the more at home the student will feel in the library and the greater will be her feeling of independence.

There are no hard and fast rules for teaching the use of the library. Each librarian must draw on her own experience and knowledge of her individual hospital's need to determine the best manner in which to proceed.

A tour of the library can be conducted, pointing out the location of the catalog; indicating where the card index maintained for articles is kept; where the reference books most used can be found. A mimeographed copy of the library's policies, its rules and resources should be made available to each student on her initial visit to the library. This can serve as a permanent source of information and gives the student something tangible to refer to in the future. A short written examination can be given to determine what basic knowledge of the library the student brings with her, and to enable the librarian to plan her course of instruction.

Informal instruction should be conducted in the library. An hour may be set aside when the library can be closed to all but those participating in the class. Here, surrounded by the books and journals they are to use daily for the next

three years, the students will gradually overcome their feeling of strangeness; the sight of intriguing titles tends to stimulate their interest and awareness of this brand-new world of which they are now a part.

The librarian should make her lectures both instructive and interesting. Particular emphasis should be placed on the importance of the catalog and indexes, the nursing and medical journals as well as any special collections the library might have. Practical examples in the use of the different tools should be presented to the class. Questions and discussions should be encouraged. The time spent in teaching students the use of reference tools pays off in dividends of time that can be utilized by them in other aspects of their work.

Outside work should be given on the material covered during each session and every student expected to hand in her written work at the next meeting. An examination should be given and graded at the end of the instruction course in order to stimulate the students to greater interest and attention during the lectures.

The time allowed for these lectures may depend upon the school's curriculum. It would be

ideal to hold these classes during orientation week, the first thing in the morning. A forty-five minute session every other day would produce wonders in most instances. It is always wise to stress upon the students that learning to use the library's resources is also a part of growing intellectually and, in a manner of speaking, becoming more *independent* of others.

While emphasis has been made on the student nurses' use of the hospital library it should be understood that the foregoing applies as well to the other members of the nursing staff and, as mentioned earlier, to all those persons who come in contact with the patient.

The secretarial staff often finds itself at a loss when collecting data on some particular subject for one of the hospital officials. Here, too, instruction in how to locate this material could be given and doubtless received with gratitude.

The resident staff should by no means be slighted in this program. A copy of the policies and rules of the library should be handed to each interne and resident. A definite time should be scheduled for a short lecture to acquaint them with the general outlay of the library and its re-

(Continued on page 125)

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Mt should be easy. Money with the ever nagging exponent "time." (We confess he goes over *our* heads, too; but please continue)

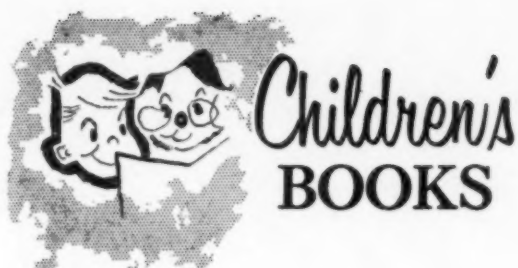
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BY MIRIAM WESSEL

Chief, Main Library Children's Room
Detroit Public Library
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ANDERSEN, Hans C. *The Emperor and the Nightingale*; with drawings by Bill Sokol. unpub. 59-11967. Pantheon. \$2.95.

One of Andersen's greatest tales which exemplifies the meaning of true values over false, in the story of the love of the real nightingale for the emperor who had almost forgotten him. An excellent retelling, illustrated with stunning modern pictures by one of the most distinguished present day artists. Age 9-12.

ANDERSEN, Hans C. *The Emperor's New Clothes*; tr. and illus. by Erik Blegvad. 32p. 59-8948. Harcourt. \$3.00.

This is one of Andersen's great satires, amusing to children and meaningful to adults, which delightfully points up the human frailties of vanity, flattery, and deceit. The translation is very close to the Danish original, and the illustrations reflect the life and character of the Denmark of Andersen's time. A companion book to *The Swineherd*, published in 1958. Age 9-12.

BLOUGH, Glenn O. *Soon after September*; illus. by Jeanne Bendick. 48p. 59-8549. McGraw-Hill. \$3.25.

A simple presentation of the changes which occur in nature with the coming of winter—changes which affect plants, animals, insects, reptiles and birds. Useful as supplementary classroom material as well as for pleasure reading. Age 8-10.

BOSTON, Lucy M. *The River at Green Knowe*; illus. by Peter Boston. 153 p. 69-8950. Harcourt. \$3.00.

Another story of Green Knowe with the old manor house as a background for a wonderful holiday shared by three children, Ida, an English girl; Oskar, a Polish refugee, and Ping, a displaced Chinese boy. Their adventures on the river and islands around Green Knowe, are a blend of the actual and fantastic but, as in the

author's earlier books, this is accomplished so expertly, that it is only when the reader closes the book that he realizes what is real and what is fantasy—and sometimes not then! The author is one of the truly distinguished writers of this or any period. *The Children of Green Knowe*, published in 1955, and *The Treasure of Green Knowe*, published in 1958. Age 10-up.

BROWN, Marcia. *Peter Piper's Alphabet*. unpub. 59-11849. Scribner's. \$2.95.

An amusing picture book based upon the old Primer Alphabet, with colorful, clever pictures, to interpret the old tongue-twisters. Age 3-8.

CLEARY, Beverly. *Jean and Johnny*; illus. by Joe and Beth Krush. 284p. 59-7806. Morrow. \$2.95.

The story of shy, undersized, fifteen-year-old Jean Jarrett and her relationships with her family and friends, particularly the handsome, self-assured Johnny Chesler. Johnny's good looks and popularity blind Jean to some of his less admirable qualities, but in growing to recognize and understand them, she attains to a degree of maturity. A realistic story for younger teen-agers, told in the author's refreshing style. Age 12-14.

DODGE, Bertha S. *Plants That Have Changed the World*; illus. by Henry B. Kane. 174p. 59-5279. Little. \$3.50.

The story of some of the plants that have been helpful to man, breadfruit, feverbark, kalaw, manila hemp, rubber, and curare. This brings together information that is difficult to find, along with interesting accounts of the scientists who searched out these plants and developed them. Age 11-14.

FATIO, Louise. *The Three Happy Lions*; pictures by Roger Duvoisin. 32p. 59-10706. Whittlesey House, McGraw-Hill. \$3.00. (Library edition).

The fourth picture about the Happy Lion, in which he is concerned about his cub, Francois, and the difficulties in finding him a satisfactory vocation. After trying to be a household pet, with disastrous results, then an unconvincing actor in a circus, Francois finds his true place as a gardener's helper. Told and pictured with real French flavor of light sophistication. Age 3-6.

HAWTHORNE, Nathaniel. *The Golden Touch*, illus. by Paul Galdone. 61p. 59-10711. Whittlesey House, McGraw-Hill. \$2.50.

An exquisite piece of bookmaking, with a liberal use of gold in the illustration, which gives the story its significance. Anne Thaxter Eaton has written a brief but charming introduction to this tale that she calls "one of the most childlike of all the stories (Hawthorne's) and one eminently satisfying to children from seven to twelve."

HOWARD, Elizabeth. *The Courage of Bethea*; 255p. 59-9582. Morrow. \$2.95.

A boarding school story of a hundred years ago which gives an interesting picture of Western Seminary, now Western College for Women in Oxford, Ohio. Fifteen-year-old Bethea has one ambition, to go to Western Seminary and qualify as a teacher, so that she might support her fatherless family. Her mother's remarriage removed this necessity, but Bethea learned that there were other hurdles to clear, adjustment to school life and school mates and teachers, before she achieved real self-realization. A convincing portrayal of the period. Age 12-16.

MASON, George. *Animal Habits*. 93p. 59-8576. Morrow. 1959.

The eighth title in a group of books about different aspects of animal life. This one covers the principal behavior patterns in animals and birds, such as communication, affection and grief, cleanliness, etc. The author has complete authority in his field and the subject as well as his treatment of it, has great interest for children. Age 10-14.

MINARIK, Else H. *Father Bear Comes Home*; pictures by Maurice Sendak. 62p. 59-5790. Harper. (An I Can Read Book). \$2.19 net price.

Four episodes in the life of Little Bear, each characterized by the tender charm and humor of the first book *Little Bear*. An excellent first reading book. Age 6-8.

NANKIVELL, Joice M. *Again Christophilos*; illus. by Panos Ghikas. 86p. 57-12088. Houghton. \$2.25.

Five years ago *Tales of Christophilos* appeared, a unique collection of modern Greek tales woven loosely about a Greek goatherd boy, Christophilos, who lived in a remote village at the foot of Mount Athos. This second book is a group of ten tales with the same setting, but simpler and perhaps more generally appealing than the first book. They are too, rich in folk flavor, humor, and characterized by a strong, primitive religious feeling. A real contribution. Age 10-12.

NORTH, Sterling. *Thoreau of Walden Pond*; illus. by Harve Stein. 183p. 59-5205. Houghton. \$1.95. (North Star Books).

A short account of Thoreau written with sensitive appreciation of his contribution to American letters, and more important, to the American spirit. The emphasis is upon Thoreau's life in Walden told against the simplicity and beauty of the New England countryside. It may be read by somewhat younger readers than would enjoy *To a Different Drum* by Charles Norman. Age 11-14.

PARKER, Edgar. *The Duke of Sycamore*. 38p. 57-12081. Houghton. \$2.50.

A whimsical little fantasy, beautifully illustrated, which tells how a group of animals masquerade as nobles from a famous duchy called Sycamore, in order to properly impress the Lion King. Their ensuing adventures are amusing and fun to read aloud. Age 6-8.

RAUBICHECK, Letitia. *Choral Speaking is Fun*; poetry arranged for choral speaking. Book I for primary grades. Noble. 1955. \$1.00. (Paper).

An introduction to choral speaking, useful to any leader, but especially designed for the use of teachers. A selection of poems suitable for second and third grade.

RAUBICHECK, Letitia. *Choral Speaking is Fun*; poetry arranged for choral speaking. Book II. For intermediate grades. Noble. 1958. \$1.00. (Paper).

RUSSELL, Solveig, P. *A is for Apple and Why*; the story of our alphabet. 48p. 59-7502. Abingdon Press. \$2.00.

This tells of the development of written language from the early cave writings to the invention of printing, with emphasis upon the alphabet, and its derivation and varied background. Useful for readers in the third and fourth grades.

TOPELIUS, Zaharius. *Canute Whistlewinks, and Other Stories*; tr. from the Swedish by C. W. Foss. Selected and edited by Frances Jenkins Olcott; illus. by Frank McIntosh. Longmans. \$4.00.

A most welcome reissue of a classic collection of tales first published in 1927. Many are from the legendary lore of Finland and Lapland. Excellent for storytelling and for reading aloud. Age 9-12.

TURNBULL, E. Lucia. *Legends of the Saints*; illus. by Lili Rethe. 114p. 59-9219. Lippincott. Twelve short stories from the lives of some of the well-known Saints as well as a few lesser known. Written in a gay, lively style, they stress the human qualities of the Saints and will serve as an introduction to more detailed versions. Age 9-12.

VON GEBHART, Hertha. *The Girl From Nowhere*; tr. by James Kirkup; illus. by Helen Brun. 190p. 59-12202. Univ. of London Press. \$3.25.

The encounter of a group of neighborhood children with an unknown girl, Magdalene, who suddenly appears among them, and how all of them are affected by it. The suspicion with which they regard her is gradually dispelled, and before she leaves them, they have come to know and to love her; but in the meanwhile, their active imaginations have endowed her with

all sorts of magic powers and with the curiosity and cruelty typical of childhood, they persist in trying to find out about her mysterious background. Told with a good sense of drama, and with excellent characterization. Age 10-12.

WAITE, Helen Elmira. *Valiant Companions Helen Keller and Anne Sullivan Macy*. 224p. 59-8243. Macrae. 1959. \$2.95.

The story of Helen Keller and her teacher Annie Sullivan from their first days together until 1956 when the Keller-Macy cottage was dedicated on the grounds of the Perkins School for the Blind. A well-written and well-documented work of two courageous women. The author has managed to keep a balance in this biography so that both personalities emerge. It is not a study of Helen Keller alone. Age 11-14.

ELIZABETH A. DICKIESON

WORM, Piet. *Stories From the New Testament*; pictures by the author. unpag. Sheed. \$3.00.

The third book of Bible stories by this author, similar in makeup and illustration. These include the best known stories from the life of Christ, simply and reverently told. The beautiful illustrations, many in the style of old illuminations, add much to the book. Age 8-10.

ZIM, Herbert S. *Your Heart and How it Works*; illus. by Gustav Schrotter. 64p. 59-8187. Morrow. \$2.50.

This is written much like the author's other books on scientific subjects, in style and treatment. In this book he discusses the heart, its structure, functions, and relationship to the other organs. It includes brief mention of creatures without hearts, and how they function, as well as birds and animals. Excellent drawings and pictures. Age 8-12.

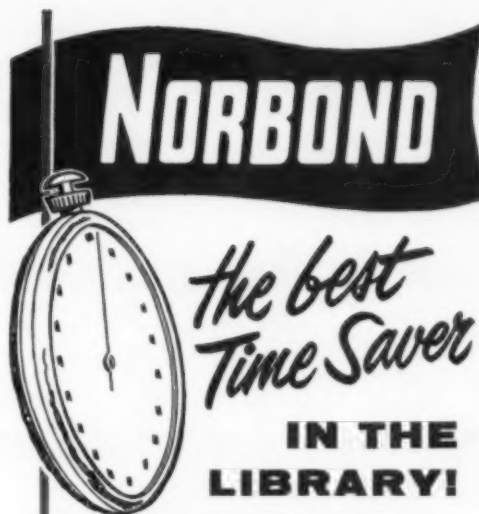
Books and Bandages . . .

(Continued from page 121)

sources. It should be remembered that while all libraries are basically the same, they all differ in one way or another, so that it is not surprising to find that residents who interned in other hospitals are unable to locate a book in your library; this only proves my first, but not least, point—that regardless of how much library instruction has been acquired the individual can always use more.

It is a great satisfaction to watch a student, an aide, or an interne come into the library, walk unhesitatingly to the catalog, look up a card and proceed with complete confidence to the shelf where she knows she will find what she is seeking.

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BOOKS FOR YOUNG PEOPLE

By **LORETTA M. WINKLER**
Young Adult Librarian
Grand Concourse Branch
The New York Public Library

COOLIDGE, OLIVIA. *Roman People*. illus. by Lino Lipinsky. 243 p. 59-7481. Houghton Mifflin. \$3.00.

Showing that the Romans were the "greatest melting pot of nations till the days of the United States," and that they consisted of all classes of people, the author presents pictures of various Roman types. She tells of the soldier and the proud Roman Legion, the rich Freedman, the poor Roman of good blood, the charioteer, Caesar and the Prince of Peace, the slave, the senator, the working class Roman, an early explorer and the small provincial townspeople.

The ten episodes in this book take place during the golden age of Augustus Caesar. They are well written, and some of them achieve the suspense and dramatic effect of a short story. Miss Coolidge has not written down to her reader, nor is she erudite. Still, her stories can best be enjoyed by those with some knowledge of the ancient Romans.

The variety in characterization will help brighten the dull, scanty sketch which one could have of the Romans after plowing through Latin I and II. And, I should think it would be useful for High School subject reading assignments. College libraries might also find it a good acquisition.

LORETTA M. WINKLER

DEL REY, Sister Maria. *Dust on My Toes*. 191 p. 59-12006. Scribner. \$3.50.

Dust on My Toes is a collection of true experiences of Maryknoll nuns around the world. This may sound like too comprehensive an undertaking, but anyone who has read Sister's *In and Out the Andes*, must agree that this Maryknoll nun covers a good deal of territory quite effortlessly, and never makes the mistake of bogging you down with unnecessary statistics.

All of the stories in this book are true. Some are from the author's own experience, others were told to her by nuns who lived through them. No one story depends upon the other, but each one interests the reader in seeing what further adventures are in store.

There is no sticky sentimentality here. This is an author who knows how to express her affection and understanding toward mankind; one who is an expert at characterization; one who can handle comedy and tragedy along with a good mixture of both.

The Communist trial and imprisonment of Sister Monica Marie, and the escape march from the Philippines, are two of the author's war stories that will be good reading for those young people who are constantly demanding books about war.

LORETTA M. WINKLER

HALE, Arlene. *Blossoms in the Wind*. 204 p. 59-11734. Winston. \$2.95.

The day had finally arrived and Gail Sheppard found herself with mixed feelings. She was sad at leaving Hillman's Boarding School and yet when she viewed her plans for the future she could hardly wait for the day to end.

Gail's father was a famous concert pianist and all of her life Gail had worked toward a musical career. Now she was happy at being through with school, through with dull subjects like Algebra and English, when really all she wanted to do was play the piano. She had also learned all that the Professor at the Institute could teach her; all that her playing needed was polishing and shapening.

Gail's glorious plans for the future, for time with her father and her music, suddenly comes to an end when her father is killed in an air crash.

Recovering from the shock, Gail decides to plunge into the concert work and add more glory to the name of Sheppard. Too late, she discovers that her music career is in jeopardy and that she has fallen for an opportunist. The solution to her problem comes when she finds "herself" and a new love, while recuperating from a breakdown.

Although the tale lacks dimension, girls will probably enjoy it. More insight into the characters would have made it something more than just an average girl's story.

NORMA MOGLIA
Richmond Regional
Young Adult Specialist
The New York Public Library

HAMILTON, Elizabeth. *Saint Teresa, a Journey to Spain*. illus. 192 p. 59-12684. Scribner. \$3.50.—Imprimatur.

A biography of the sixteenth century Spanish mystic and Reformer of the Carmelite Order, in which the author follows the paths that Teresa trod from her childhood in Avila to her death in Alba de Tormes. The journey takes us to the convent of the Incarnation, and to the Foundations of the Discalced Carmelites in Medina del Campo, Valladolid, Toledo, etc. All of the facts of the Saint's life are here, plus some interesting observations, e.g., the contrasting of Teresa and El Greco in the chapter on Toledo. But, the force that the great mystic was does not come through, in spite of the fact that Miss Hamilton writes well, and

with a disciplined enthusiasm for the Saint. The continuity of the narrative is repeatedly interrupted by descriptive passages (of minutest detail) of Spain today and yesterday. One often has the feeling that the title might better read *A Journey to Spain, Saint Teresa*.

This book is reminiscent of Father Terence Connelly's *Francis Thompson, in His Paths*, where the type of thing that Miss Hamilton is attempting to do here was done so skillfully and in such an integrated fashion. She has fallen short of her mark in subordinating biography to geography.

YOLANDA IACOVANTUNO
Young Adult Librarian
The New York Public Library
* * *

Nowdays we have to face the sad fact that the lives of saints are not favorite reading. The book under review however, is not a formal biography. The writing is clear and modern in a style that makes it particularly acceptable to young adults. Perhaps it might interest the reader in Saint Teresa's own writings.

LMW

MORRIS, Edita. *The Flowers of Hiroshima*. 187 p. 59-13412. Viking. \$3.50.

The continued tragedy of Hiroshima is described in the daily life of Yuka-san and her family. The story unfolds as she tries to withhold the horror of the past from her American paying guest, young Sam Willoughby. Poverty forced Yuka-san into taking the foreigner into their small house, already over-crowded with her husband Fumio, sister Ohatuso, and two children.

It seems a bit incredible that Sam, who knew something of the Orient and Hiroshima, should be so ignorant of *all* the poverty, and the mental and physical illness that resulted from the American atom bomb which was used to put an end to World War II. Sam seems to have read very little on the controversial issue, but during his short stay, he learns what the aftermath of the Hiroshima holocaust did to one ordinary Japanese family. He sees Fumio's body suddenly become unrecognizable as the irradiation of thirteen years ago now takes his life. He sees a doctor's experiment in which irradiated fish reproduce fish with two heads, and understands how mutations can be carried on in human beings too. He sees Ohatsu run away from home because she cannot marry the man she loves and take the risk of bearing him monster children.

The novel is written in the first person and has a somewhat affected oriental style. It is easy reading and a bit sticky and sentimental. Still, I can forgive the author's style because of her reasonable resolve that the end does not justify the means: that something must be done to see that such action is not taken again.

High school girls will appreciate this adult novel more than boys.

LORETTA M. WINKLER

PARADIS, Adrian A. *Librarian Wanted*. 276 p. 59-9059. McKay. \$3.50.

Nearly everyone who works with books hears from

time to time the phrase, "I would like to be a librarian because I am very fond of reading." Usually the speaker is a young person who is fired with enthusiasm for books, and who thinks that reading them is the only pre-requisite for a librarian's job. Without this enthusiasm it is unlikely that anyone will go far in librarianship, but it would be wise for a young person who contemplates library work as a career, to study some other aspects of the job. This book provides a fairly clear explanation of what work and study are required. It also summarizes and explains the varying specialist fields which are open to persons who may not be attracted to general or public library work. There are chapters on University and College Libraries, Medical, Business and Technical Libraries, as well as those attached to Government and other services.

A valuable chapter is the one headed "Is it for you." Without embellishment, the author gives the realities facing the aspiring librarians, male and female. He answers the questions which will normally be asked by parents and by intelligent young people themselves.

We have so little on the library career, that this will probably be a necessary acquisition for any career book shelf.

ROBERT CASEY
The Public Library of
Dublin, Ireland

TRAPP, Maria Augusta. *A Family on Wheels*. 222 p. 59-10126. Lippincott. \$3.95.

For fifteen years, to many New Yorkers, one of the highlights of the Christmas season was the annual concert of the Trapp family singers. They sang a message of hope, of peace, and of love. As they shared their Christmas with us, we took them to our hearts. When Maria Trapp wrote her first book *The Story of the Trapp Family Singers*, it was popular all over the United States and Canada, not because of the Christmas concert, but rather for the wonderful example of family life it presented.

In *A Family on Wheels*, Maria Trapp reminisces of people they have known, songs they have sung, and places they have been—Austria (again after twelve years absence), Australia, New Zealand and A-bury, B-bury, C-bury, etc., U.S.A.

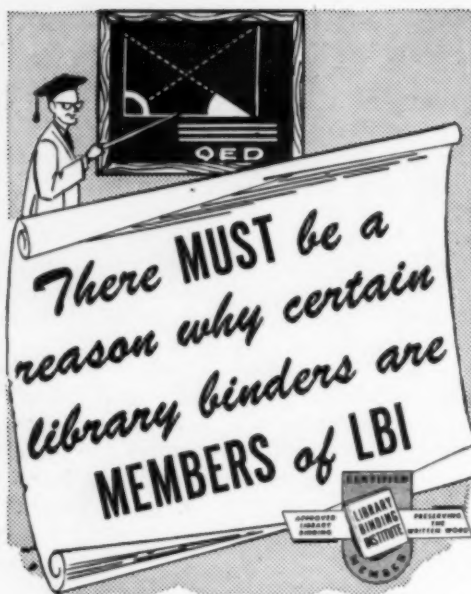
Although it is four years since the Trapp's have sung as a family, the book is still timely. It appears simultaneous with the opening of Mary Martin in a Broadway musical, *The Sound of Music*, which is based on the life of the Trapp family.

For those outside the metropolitan area, it is a family story told with love, warmth, and good humor. And, more important, it is a story of a Catholic family who love God and their fellow man, and sing their praises.

A Family on Wheels does not depend on the first book for continuity.

I would recommend this to adults and tennagers.

SUZANNE J. CULLEN
Manhattan Regional
Young Adult Specialist
The New York Public Library



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Brief Comments

ASIMOV, Isaac. *The Clock We Live On*. 150 p. 59-6513. Ablard-Schuman. \$3.00.

Telling time is so taken for granted that the average person will be surprised to find how many thousands of years of study lie behind our present method. The author has gathered his facts from many different fields of knowledge and so presents a comprehensive picture.

COOKE, David C. *Tecumseh. Destiny's Warrior*. 192 p. 59-7011. Messner. \$3.00.

Both Tecumseh and Joseph Brant believed that the Indians and white men could live side by side in peace. Truth and justice marks this great warrior's actions.

The reader will probably feel a sense of shame in the white man's attitude toward the Indian. The book is well written and has a touch of romance in it.

HOOD, Robert E. *Find a Career in Photography*. 159 p. 59-11439. Putnam. \$2.75.

This is one of the Putnam series aimed at the younger teenager. It covers various fields in photography and gives some sketches of famous photographers. It is a simple first book, giving requirements and training necessary for each field and the chances of landing a job in the various divisions.

NEAL, Harry Edward. *Disease Detectives*. 192 p. 59-12765. Messner. \$3.50.

While showing people doing specific kinds of research, Mr. Neals manages to include quite a bit of medical history. He also mentions training qualifications, institutions and organizations in search of young scientists. The book may be used both for career information, and for reports on scientific research in genetics, pathology, mycology, psychiatry, etc. Popular style writing. Well done for teenagers.

ORR, Clyde, Jr. *Between Earth and Space*. 253 p. 59-5640. Macmillan. \$4.95.

This is the story of the atmosphere and what it means to man in terms of climate and weather, spectacular displays, tides and jet streams, pollution and travel.

For young people who wonder about the deep silence after a snowstorm, or whether people really see flying saucers, or what a tornado looks like from inside, or just how accurate the Weather Bureau is, this book will offer interesting, informative reading.

SMITH, Jean. *Find a Career in Conservation*. 160 p. 59-11452. Putnam. \$2.75.

Another useful "career information" book. Covers: Forest Service, Park Rangers, Game Wardens, wildlife management and research officers, fishery researchers, soil and water conservationists.

SISTER B. BERNICE
Cathedral High School
Superior, Wisconsin

BOOK REVIEWS

Great Books of the Western World. Robert Maynard Hutchins, Editor in Chief; Mortimer J. Adler, Associate Editor. Private Library Edition. Encyclopaedia Britannica, Inc. 1952. 54 Vols.

Approximately 115 years ago, Nathaniel Hawthorne composed a parable called "Earth's Holocaust" that had a particular relevance to the intellectual and social currents of his age in America. In his fiction, the characters heap up the documents and texts of other times and other places and perform a book-burning ceremony of monumental proportions, all in the name of a frightening rejection of the past. Such an act of independence, as Hawthorne well realized, left men with a terrifying dependence on the resources of their own unguided understanding of experience in their own time and place. The implications of that dependence were not always understood a century ago. A buoyancy of spirit—signaled in the rhetoric of Emerson and evidenced in the Fourth of July orations and in the conquest of a continent—carried the day against the reservations of those who considered the past as always operative in the present, and necessarily so. There were doubts, of course, even in Emerson, about the efficacy of a rejection of the past; and the very voices that sung of the prowess of the Kentucky rifleman now and again quavered when the sense of loneliness was borne home by the immensity of the land before the isolated figures on it. Nothing succeeds like success, however, so confidence in the virtue of total independence from the past and total dependence on the present had a temporary and narrow victory. Sober estimates came later into prominence, when time future revealed that time present could not with absolute success reject time past; Hawthorne's fantasy in retrospect was seen as not quite so fantastic.

The point of the parable was not, however, universally caught. American educational systems were founded in the age of confidence not alone by scholars who knew the value of tradition and the wisdom of confronting new experi-

ence with something more than the naked self; rather those systems were founded by the scholars and the members of the communities who, though sometimes uneducated, had hopes for something better for their children and a strong sense that improvement would come if the children learned the talents of their immediate forebearers, the talents required to subjugate the environment—understanding the environment was another and perhaps irrelevant thing. So if the wisdom of the past was not ceremonially reduced to ashes, it at least was not enthusiastically pursued, and later stresses often were met, not with a return to the concept of education as a training of the mind to know and understand, but with a more vigorous commitment to the principle that more techniques will solve more problems. That new problems might be old problems, or related to old problems, was a notion not much explored; and the duty to explore that possibility was often ignored by the very people best equipped to do it—and so H. L. Mencken was perhaps justified in his (exaggerated) denunciations of the "professors." Their failure gave new impetus to the advocates of techniques and the proponents of education as adjustment to life situations, and hence the textbook overshadowed the text, utilization replaced knowing, technology superseded science, and science came to be divorced from the liberal arts.

A reaction to this tendency came in this century from a variety of quarters, not the least impressive of which was the effort of Robert M. Hutchins to renovate the program of higher education at the University of Chicago. The successes and failures of that effort are not of point here, but it was from the same spirit that inspired his work at Chicago that he and his associates, particularly Mortimer Adler, compiled the 54 volumes of *Great Books of the Western World*. It is the conviction that only by engaging the ideas that have been debated over the almost 3000 years of western civilization can education as a training of the mind, as a preparation of the intellect for contact with new problems, be accomplished. Only if the images that have historically been given to experience in our culture are understood, can present experience be adequately approached. The editor's view that man is a knower as well as a doer, that he must know to be fully a man, has resulted in the selection of 443 works by 74 authors, from Homer to Freud,

which embody many of the more notable of western man's attempts to comprehend his experience of himself and the world, physical and spiritual.

To choose the "best that has been thought and said" in the western tradition is no easy task. The editors at once determined that they could not include all the great books. As Hutchins puts it in his introductory volume to the set: "They would not be embarrassed at the suggestion that they had omitted a book, or several books, greater than any they had included. They would be disturbed if they thought they had omitted books essential to a liberal education or had included any that had little bearing on it." The result of their deliberations was hardly startling in many instances. Plato, Aristotle, Virgil, Augustine, Aquinas, Descartes, Bacon, Pascal, Locke, Adam Smith, Kant, Hegel, Darwin, Marx, James, and Freud—all are names that might well be expected in a list of those thinkers who had significantly (from whatever position one judges) contributed to the pattern and variation of ideas in the western world. The editors realized, however, that important works in the history of science were also part of the pattern, so they included works by Euclid, Archimedes, Ptolemy, Copernicus, Kepler, Gilbert, Galileo, Harvey, Newton, Lavoisier, and Faraday. The choice was wise, if not the wisest, for if Darwin and Freud influenced the whole intellectual current of the culture—and they emphatically did—so too did great works in math, physics, and chemistry. Further, though many people, and certainly any library that even pretended to serve scholarship and advanced learning, would have a goodly number of the works already at hand, some included in the set were quite rare, especially in translation.

It is possible, of course, to quarrel with the editors over the choice of this or that, or the omission of one item or another. Marcus Aurelius and Virgil are rightly there, but why not also Cicero? Machiavelli and Hobbes belong, but does not Thomas More also? Newton's *Mathematical Principles of Natural Philosophy* most certainly belongs, but could not Richard Bentley's sermons in "Confutation of Atheism"—which purported to lean on Newton for justification and which were mightily and perhaps unfortunately influential in drawing together intellectual currents—also have been printed? And could not Carlyle's *Sartor Resartus* better serve

than Boswell's *Johnson*? Selecting works from the nineteenth century was difficult for the editors because of the proximity of the period, yet Schopenhauer and Nietzsche might have been judged as belonging properly with the other authors. It is questionable, too, whether works by Emerson and Thoreau do not "measure up to the other books in the set," as Hutchins has it; Thoreau's essay "On the Duty of Civil Disobedience" might well have been included in the volume with the American State Papers, the Federalist Papers, and Mill's essays. Choices have to be made and limits set, however, and the editors were reasonable if not infallible in that work; everyone has some special sense of indebtedness to particular works and would wish to see them in the set, but the books might not seem so compellingly necessary to others.

What gives the set of Great Books a special value is the second and third volumes, the *Synopticon*. Here is the guide to the probe of the 443 works in the set, and more than that, a guide to numerous other discussions of an idea than appear in the set. In 102 chapters are introductory essays on great ideas, followed by an analytical outline of the topics, references to passages within the set (and to the Bible) wherein the particular idea and topic is expounded or illustrated (as in a novel, biography, history, or poem), cross references to other ideas and topics, and a list of supplementary readings. A bibliography of the additional readings follows the last chapter, and in itself comprises a notable list of great books—many of them were in fact considered for inclusion in the set but were edged out by others. Alphabetically arranged (beginning with "Angel," ending with "World") for convenience, the chapters on the great ideas are admirable in a number of ways. The essays are concise, objective by intention (and insofar as language permits, by execution), and stimulating—which is the virtue strived for above all others by the editors; they do not close the discussion of the idea and its topics, they open it and lead the reader to the great books and the additional readings. Even when they may be suspected of losing perforce or perchance their objectivity, they nevertheless can urge their consultor to find the better judgment by moving to the works themselves. The editors admit that 102 is not the definitive number of great ideas, and by an inventory of terms wherein almost 1,800 words and phrases

are listed they guide the reader to the almost 3,000 topics that are involved in the great ideas. The *Syntopicon* volumes thus serve as both an index to the set and a reference to the intellectual activity of the western mind.

The "objectivity"—the refusal to operate from the stance of a particular dogma, as the editors put it—in both the selection of the texts and the composition of the *Syntopicon*, raises certain questions for readers and librarians who are committed to a *magisterium* that for those people authoritatively determines the unacceptability of certain works for general consumption without proper safeguards. The *Index Librorum Prohibitorum* specifically lists works which Roman Catholics cannot read without permission of ecclesiastical authority, and various canons indicate how works not specifically listed may nevertheless be proscribed. Hobbes, Montaigne, Descartes, Spinoza, Pascal, Locke, Hume, Montesquieu, Rousseau, Gibbon, and Kant are represented in the set of Great Books by works condemned in the ILP. This does not mean, of course, that those writings are not great and/or influential from many legitimate points of view; but Catholic readers must secure permission for reading the works so listed, and librarians must in Catholic institutions make provisions for indicating that the works are so listed. Because the set is so well integrated with the *Syntopicon*, and because not all the works by those authors are explicitly listed, it would seem to be a rather extreme measure to remove the volumes entirely from the set when it is used in a college or university reference library; further, at least two of the volumes containing works explicitly forbidden (vols. 23 and 35) also contain works by other authors. That the set can function as an educative instrument to full advantage, perhaps the best course of action would be to plainly mark the spines or front covers of the volumes containing the proscribed materials with a legend indicating that certain titles within the volumes cannot be read without permission from whatever source the local chancery has designated.†

† Another method, less desirable however, is the practice of removing the volumes and replacing them with book dummies containing a list of the contents and a notation that some of them are on the ILP and can be consulted only with authorization. For a discussion of the index and Canon 1399 see *Proceedings, 33rd Annual Conference, CLA*, pages 78-90.

As a library reference work, the *Great Books* with the *Syntopicon* will definitely have exceptional value for the college and university student; but they can also be employed within secondary educational institutions. Much has been written in recent years about the necessity of providing serious academic challenges to the better students of the high school. The *Great Books* can offer that challenge if the students' introduction to and guidance through them is properly directed and supervised by a competent teacher or group of teachers. Not only because the set contains works explicitly forbidden by the ILP, but also because most of the works demand powers of attention and a fund of knowledge, for the best appreciation of them, that few high school seniors possess, it might be wise to restrict the use of the set in its entirety to those upperclass students chosen by the faculty for such advanced work; and the students' consultation of the works should perhaps be done in company of the teacher directing the program for those selected students. Most probably the forbidden books would never be touched by the students; the faculty director could at his discretion (assuming he has secured the permission for his own reading of them) report on the relevance of the works for the appraisal of the particular topic under discussion; and the director could make those prudential judgments about the probable effect on the students of the works not explicitly forbidden by name but possibly implicitly included under canon law proscriptions. Certainly many of the texts within the set can open ranges to such students that their textbooks cannot possibly suggest. Perhaps some of the works could never be comprehended by the young student, but certainly some could be, both in the area of the humanities and in the area of the sciences, and the resultant stimulation to see knowledge as some thing other than a body of isolated pieces of curiosa might well help promote a true education for those select students.

It should be finally stressed that the *Great Books of the Western World* will not substitute for a carefully chosen library collection even of those works included in the set. The editors decided to keep the texts as free as possible from critical and scholarly annotations, in order to better foster the overall scheme of the set. The result is that sometimes the works are decidedly under-annotated and the reader must repair to

an encyclopaedia or dictionary on historical principles to enable him to grasp a point or passage that a footnote could easily clarify. Sometimes, too, the translations are weak, though of course it is gratifying to find certain of the works in any translation; often better translations were available than those chosen when the set was compiled, and since the set's appearance seven years ago, better editions or translations have appeared of some of the works (e.g., of Darwin and Montaigne). The bibliographic histories of the works deserve better treatment, and the biographical introductions are perhaps too brief, though the editors' desire for brevity is laudable. Hutchins' introductory volume, *The Great Conversation*, is too topical and strident, and does not deserve a separate volume; what is valuable in it could easily have been incorporated into the introductory passages to the *Syntopicon* volumes, which contain admirably brief guides to the full use of the set. (It must be admitted, however, that the topicality of Hutchins' remarks have not been made obsolete over the years since they were written.)

All the reservations about the set in its range, structure, or principles do not diminish its very real value as a reference set. It might have been better, but even as it is it can provide a significant and even indispensable aid to the education of the advanced student and adult. Certainly some readers will be tempted, despite the editor's cautions and injunctions, to misuse the set by consulting only the essays in the *Syntopicon*, or by reading only passages from the works instead of the whole texts provided. But possible misuse does not determine worth, and the set of *Great Books of the Western World* is definitely worthy of a place in the reference room of any library serving those who wish a liberal education.

H. B. CUSHING
Department of English
Villanova University

PFEFFER, Leo. *Creeds in Competition*. 176p. 1958. Harper and Brothers. \$3.00.

This is an important book, and should be acquired by Catholic libraries. Leo Pfeffer is one of America's most influential writers on church-state relations, and in this little volume makes a foray into the sociology of religion. In executing this task he is often penetrating, never dull, and says much that creates concern and irritation for the Catholic reader.

The author's basic thesis is that religious groups are not fundamentally different from other groups (social, economic, etc.) in society: they attempt to impose their own system of values upon the whole society, and in so doing they interact with one another and with other kinds of social groups. By this process religious groups affect the culture and are affected by it. To Pfeffer it appears that only Catholicism resists this two-way exchange to a marked degree. For this and other reasons, Catholicism represents a serious challenge to American cultural patterns, which were fixed by an alliance of "Protestant dissent" and "secular humanism." While Catholicism is unmistakably the villain of the book, secular humanism is the hero, the latter invariably joining in every development and defense of the great values of American society.

The book is marred by numerous indications of the author's imperfect acquaintance with Catholicism. Pfeffer tells his readers that Catholicism (at least as found in America) has little place for meditation or silent prayer, is hostile to conscientious objectors, changed its views on the morality of gambling because of the burden of supporting parochial schools, uses a "large" proportion of the time in those schools for teaching religion to the neglect of secular subjects, has limited interest in social and economic issues, and is less interested in world peace than are other religions.

Many Protestants would also complain about the treatment of their faith, for he writes of a "Pan-Protestantism" which ignores numerous significant groups within the Protestant community. Similarly, Orthodox Judaism is largely ignored in his characterization of Jewish action, presumably because of its numerical weakness.

How then, can this be recommended for Catholic libraries? Its importance lies in the fact that it reflects a widely accepted image of Catholicism. For Catholics not to be aware of the way they appear to others is distinctly dangerous. If we were more successful in displaying true Catholicism in our individual lives and our group action, we could do much to correct distorted images. Pfeffer at all times attempts to be fair, and recognizes that Catholic action is rooted in Catholic principles, and that adherence to these principles is not only our right but also our duty.

Basically, of course, Catholics must reject Pfeffer's theme, which would submit religious truth to alteration in accommodation to social patterns. And yet, a sociological examination of religious groups can provide information helpful to the religious mission. Pfeffer's book neither aims to supply this need nor succeeds in doing so. He operates at a level of generalization which produces a melange of valid insights and questionable conclusions.

PHENIX, Philip H. *Religious Concerns in Contemporary Education*. 108p. 1959. Teachers College, Columbia University. \$3.25.

This little book is another example of the rapidly growing concern over the problem of religion in education.

The author is seriously interested in resolving in a constructive fashion, the present disjunction between "these two great human enterprises." He recognizes the inadequacies of the secular school but is not prepared to accept the church school. There is, he finds, above both of these a superior model, the "intrinsically religious" school. Such a school is distinguished by the fact that its religious basis is derived from the educative process itself. Apparently, the author finds his religion in the search for truth which underlies all education. The process of asking profound questions involves a search for "ultimates," and he defines religion as a concern for "ultimacy."

At worst, this essay is an attempt to make education a new religion. Such a theoretical gambit would fit nicely with various pragmatic developments in the secular education camps. At best the author has given us a profound but unreal detour around the hard problems of religion in education. The religion of our American people is still largely a religion with beliefs and practices at its core, and is not a mere search for unspecified ultimacy.

In the course of this examination of religion and education, the author has much to say about the teaching vocation, the spirit of education, counseling and the attitude of school administrations. His observations on these points are wise and sound and one is left with the impression that one has encountered a devoted and noble teacher.

THOMAS J. O'TOOLE
School of Law
Villanova University

EASSON, D. E. *Medieval Religious Houses: Scotland*. 204 p. 1957. Longmans, Green and Co., London-New York-Toronto. \$10.25.

Mr. Easson's work will doubtless constitute for some time to come the indispensable tool for all scholarly investigations into the history of monasticism in Scotland. It serves as a companion to a similar volume which D. Knowles and R. N. Hadcock prepared on the medieval religious houses of England and Wales. The period treated extends from around 1050 till 1560, i.e., from the super-session of the Celtic monastic traditions by those of the Benedictines till the secularization which came with the Reformation. Despite Scotland's peripheral location within the Christian world, it was a rare religious order that was not represented there during these centuries. The main part of the present work takes the form of a *monasticon*, that is to say, it gives a list of all the religious houses founded in Scotland during this period (not only the abbeys, priories, friaries, and nunneries, but also the hospitals, cathedral and collegiate chapters, and academic colleges) arranged according to their religious order, and for each house names its founder, records the dates of both its foundation and its dissolution or secularization, gives a succinct summary in the form of a note of the main phases of its history, and lists its annual income as documented in 1561. The author makes clear in a prefatory chapter the extent of his indebtedness to pre-

vious workers in the field, but in large part—and this is the outstanding merit of the book—he has based himself on personal study of the primary sources, thus being able to dissipate a host of legends handed down by generations of antiquaries. The magnitude of the task to be accomplished precluded an exhaustive effort and the author makes no claim to perfection in what in so many ways is a pioneering attempt. An introductory chapter puts the information of the *monasticon* proper into its historical context in Scotland. The value of the work is enhanced by a foreword by Dom Knowles, by an appendix on the religious houses on the Isle of Man, and especially by three maps prepared by Mr. Hadcock, showing respectively the monastic foundations, the mendicant foundations, and the chapter and hospital foundations. Any library seriously concerned with monastic history should be interested in this book.

McNALLY, Robert E., S.J. *The Bible in the Early Middle Ages*. (Woodstock Papers, No. 4). 121 p. 1959. The Newman Press, Westminster, Md. \$1.50.

Father McNally, professor of ecclesiastical history at Woodstock College, has addressed himself to a rather forgotten period in the history of biblical studies. For calling attention to the obscure years from 650 till 1000, which provide a rough bridge between the Fathers and the Schoolmen, the author is therefore to be commended, and he also deserves thanks for the admirably comprehensive way in which he has conceived his task. Within brief compass he has provided, among other things, suggestive summaries of the vicissitudes of the Vulgate text within the early Middle Ages, of the exegetical influence wielded by the Latin and Greek Fathers, particularly through their allegorical method, and of the relations between exegesis and contemporary philology and theology. Not even such a seemingly remote matter as the copying of manuscripts has been overlooked in depicting the cultural milieu in which the exegete had to work. The author is not overcome by enthusiasm for his period; he considers its scriptural scholarship as fundamentally no more than a static and traditional conservation of the work of the Fathers. There were remarkable men at work—one need mention only such as the Venerable Bede, Alcuin, Theodulf, Rhabanus Maurus, and John Scotus Eriugena—but cultural conditions were too inauspicious to permit them to rise to a new conception of their calling. If they had not been equal even to the relatively menial task of preservation, however, we would all be much the poorer for it today. The author does not claim finality for all of his conclusions. His purpose, in fact, more than to give a synthesis of the present state of the question, is to encourage other laborers to enter a field where most of the work still remains to be done. In furtherance of this purpose, the second part of the book is devoted to assembling a very useful list of all the published Bible commentaries composed within the early Middle Ages. For each commentary the best edition is cited and also some of the more relevant literature. A few misprints and inconsistencies which occur suggest

that the work was prepared somewhat hastily, but they do not detract from the value of this informative little book as an introduction to the history of medieval biblical scholarship.

TESTUZ, Michel, ed., *Papyrus Bodmer V: Nativite de Marie*. 127p. 1958. Bibliotheque Bodmer, Cologny-Geneva.

The Greek papyrus edited here with a facing French translation by M. Testuz, although it cannot contend for literary interest with Martin Bodmer's Homer and Menander texts or for biblical interest with his Gospel of St. John, nevertheless takes a worthy place among the papyrus treasures of this great Swiss collector. It provides not only a complete text of the apocryphal Protoevangelium of James, to use the name scholars have given it, or Nativity of Mary, to use its self-professed name, but also a text that antedates by apparently two or three centuries the oldest previously known Greek fragment of this work and by six centuries the oldest previously known complete copy. This Protoevangelium is composed of three somewhat disparate parts: the first is the veritable Nativity of Mary,

the second might be called the Nativity of Jesus (it has as its purpose to prove the virginity of Mary both *in partu* and *post partum*), and the third has been called the Apocrypha of Zachary. If M. Testuz is correct in assigning his papyrus to the third century, which he does chiefly for palaeographical reasons, then the original version of the Protoevangelium must have been constituted in nearly definitive form somewhat earlier than Harnack and other scholars were inclined to allow. Although no Latin translation is known from before the sixteenth century—doubtless because of the strong condemnation the work met from the early Roman Church—it has nevertheless had a great impact on the liturgy and art of the Latin as well as of the Greek worlds. The names of Joachim and Anne as Mary's parents (and hence their cults), the description of Mary's presentation in the temple (and hence the feast and artistic representations of it), and the accounting for the "brethren" of Jesus as children by a previous marriage of Joseph are a few of the details for which we are in its debt. The text and translation are preceded by an introduction which the physical characteristics of the papyrus codex are described, the text is characterized, the story is analyzed, and the date and process of composition are reconstructed. The editor has thrown new light on several phases of this process. One can only regret that he has not told us something about where and when the papyrus was discovered, presumably in the sands of Egypt. A facsimile is given of the first page of the text and a bibliography informs us of its primitive translations and previous modern editions. The Bodmer text, which belongs in every serious theological library, has already formed the basis for a new translation into German by Oscar Cullmann (in E. Hennecke, *Neutestamentliche Apokryphen*, 3rd ed. by W. Schneemelcher, I, Tübingen, 1959, pp. 277-90).

JAMES J. JOHN

The Institute for Advance Study
Princeton, New Jersey

School Library . . .

(Continued from page 108)

FOOTNOTES

¹ Mortimer Adler. "What is an idea?" *Saturday Review*, v. 40 (November 22, 1958), p. 13.

² John Milton. *Areopagitica*.

³ Louis Shores is Dean of the Library School of Florida State University, Tallahassee; and Lawrence C. Larson is Director of the Audio-Visual Center of Indiana University, Bloomington.

⁴ Louis Shores. "Library and A-V Center—Combined or Separate?" *Nea Journal*, v. 47 (May 1958), p. 343.

⁵ L. C. Larson. "Coordinate the A-V Way and the Library Way." *Educational Screen*, v. 34 (June 1955), p. 269.

⁶ Irene C. Cypher. "Material Centers and School Libraries Don't Mix." *Library Journal*, v. 81 (February 15, 1956), p. 544-47.

⁷ Kenneth I. Taylor. "Subjects for Articles on School Libraries Desired by Editors of Educational Periodicals." *Journal of Educational Research*, v. 52 (November 1958), p. 112-14.

⁸ ————. "A Statement Prepared by the Joint AASL-ACRL-DAVI Committee." *ALA Bulletin*, v. 52 (April 1958), p. 277-79.

AASL—American Association of School Libraries, a Division of the American Library Association;

ACRL—American College and Research Libraries, a Division of the American Library Association,

DAVI—Division of Audio-Visual Instruction of the National Education Association.

DE HAUS, Sister M. Rose Imelde, O.P. *A History of the Michigan Unit of the Catholic Library Association*, Department of Library Science, Rosary College, River Forest, Illinois, 1959, 74p., \$2.50.

Covers an account of the projects and achievements of the Michigan Unit during the seventeen years of its existence. Besides including the general organization of the unit, interspersed throughout the text and in the appendices are various lists intended to furnish in outline form minimum essentials concerning themes and speakers engaged for meetings. Complete tables indicating date, place, speakers, and conference themes reveal the timely subjects treated while charts show a variety of topics considered by the respective sections. Each section of the history contains a well developed treatment of the subject. This is a history that all MUCL members will want to own and all CLA units will want to purchase. (Send orders to Sister M. Rose Carlita, O.P., Aquinas College Library, Grand Rapids 6, Michigan.

Importance of Developing . . .

(Continued from page 103)

read by the librarian. Then they can browse to pick out the books they would like to read. You know the wonderful work that children have done to get a certificate for reading. At Waterville, Maine, this year, I visited the City Library. They had a plan if children read a certain number of books, then they would have a trip in a bus to visit some historic spot for a picnic.

When the children have mastered reading, then they are ready to enjoy books by themselves. Now is the time for the school librarian or the children's librarian in the public library to help the children in their selection of books. The librarian must first discover the interests of the student so that she can provide a book that is not too difficult and will not discourage their reading because the words are "too hard." If children are going to love literature, they must be convinced over and over again, that "reading can be fun." For this reason we must know the children to know what they like to read. We must never forget that they will read what they want, not necessarily what we think that they should want.

We have all seen a beehive and we know about the habits of the bees. In many ways they resemble human beings for they live in communities and work together. In each colony there are three kinds of bees: the queen bee, the drones, and the workers.

We are particularly interested in the habits of the worker bees. They leave the hive and fly about until they find the flowers that will yield them food. Once they have found enough food, they make a beeline straight for the hive with their precious load. They deposit their food in storage cells where it ripens into honey. It is interesting to read that for a pound of honey, the bees will travel as far as 50,000 miles. That is a distance of twice around the world.

As I see it, the school library is a hive of activity. The queen bee is the librarian, a woman who is willing to sacrifice her time to keep the hive alive. If there is no librarian, there is no real library. The worker bees are the children. Each day through books they fly about, reading until they find the flowers that will yield nectar which can ripen into honey. Through the vivid imagination that God has given children, they can

store in their minds thoughts, experiences, and pleasures as food for the coming year. These children have miles and miles to go before they gather the pound of honey from books that will sweeten their adult life. The love of reading stimulated in the elementary school library, will make their adult life a rewarding experience.

It is our job, whether we are administrators, parents, teachers, or librarians, to make sure that they have books, real literature, that their "book and heart shall never part." We think that it is important to develop a love of literature, for "without blitheness" and joy, the children will never read.

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- To advocate a form of copyright. In the days of piracy of books, he always paid the author.
- To risk money in publishing American authors. He published the works of Freneau, Cooper, Irving and Poe among many others.
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Catholic Library Association
Villanova, Pennsylvania

CORRECT YOUR DIRECTORY

MARY J. SOLAK has joined P. J. Kenedy & Sons as an assistant editor in the trade book department. Miss Solak, who attended Rochester Institute of Technology, entered the book field as a proofreader with Vail-Ballou, printers. She later worked in the editorial department of the Blakiston Company, and, most recently, as senior copy editor in the trade department of The John C. Winston Company.

JACK RAMSEY has been appointed Chief of the Library Relations Department for the H. W. Wilson Company. Mr. Ramsey will have administrative supervision over such phases of the company's relations with its library customers as correspondence, advertising, promotion, mailing, exhibits, and related activities. Mr. Ramsey was former Chief Librarian of the Glendale (California) Public Library.

Newly Elected Association Officials

The officers for the Asociacion Cubana de Bibliotecarios' for the period of June 1959-May 1960 are: President, RAQUEL ROMEU; Vice, JOAQUIN CANALS; Secretary, OLGA CES PEDES; Vice, ROSALINA NOVO; Treasurer, MA. ADELAIDA LEON, and Vice, OLGA VIADERO.

ALBERTA L. MEYER became executive secretary of the Association for Childhood Education International. For nine years she served as consultant in the Division of Audio Visual Education, St. Louis Public Schools, following many years of teaching there in the elementary schools. Miss Meyer succeeds Frances Hamilton who resigned to serve as program specialist with the Division of International Education, Office of Education, Department of Health, Education and Welfare.

A. LOUIS MORSE, supervisor of libraries of the East Meadow public schools, Long Island,

New York, was elected president of the Nassau Suffolk School Library Association at the spring meeting of the association. An active member of the Long Island association for the past five years, Mr. Morse had been chairman of several NSSLA committees. Mr. Morse was formerly assistant librarian and head cataloger at Iona College, New Rochelle. A member of CLA for 12 years, he was chairman of the Cataloging and Classification Roundtable and member of the Executive Council of the Metropolitan Catholic College Librarians Unit. A graduate of Catholic University of America, Mr. Morse holds a masters degree in English literature from Manhattan College, and professional library degrees from St. John's University, Brooklyn, and Columbia University.

DR. BURTIN W. ADKINSON, Head of the Office of Science Information Service, National Science Foundation, was installed as the 1959-1960 President of Special Libraries Association at its Annual Business Meeting held June 3, 1959. The two other new officers of the Association are: WINIFRED SEWELL, First Vice-President and President-Elect and WILLIAM S. BUDINGTON, Second Vice-President, and the new Directors are LORRAINE CIBOCH and W. ROY HOLLEMAN.

Honors

The Senior Class of Archbishop Carroll High School, Washington, D.C., has dedicated their 1959 Yearbook, *The Patriot*, to the school librarian, REV. ANDREW JOSEPH BOYLE, O.S.A. Father Boyle came to Archbishop Carroll High School in September, 1955. Previous to this time he attended the Library School at Catholic University of America and Villanova University, graduating with a Master of Science Degree in Library Science from the latter school in June, 1955. The citation in the Yearbook reads in part: "This dedication is made with the highest honor and respect in mind. . . . Father Boyle has given much of his time, energy and spirit to the job of school librarian. Through force of personality and willingness to be of service, Father has made the library the center . . . of life here at Carroll. No problem, large or small, academic or personal, fails to engage his wholehearted attention."

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